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ABSTRACT

This report presents the field tests plan including site selection for the Basic Skill Development Through Vocational Education Project. (The project's purpose is to develop Resource and Teacher Guides to provide vocational and occupational education teachers with information about ways of incorporating basic skills instruction into occupational education and about resources to help facilitate implementation of a coordinated and integrated basic skills program within a vocational program.) Chapter 1 provides assumptions underlying elements of the field test plan. Chapter 2 reviews development, evaluation, and revision activities which led up to the field test. Chapter 3 is the recommended field test plan itself. Topics covered include purpose, materials, evaluation criteria (usability, effectiveness, generalizability), groups involved in field testing, data collection instruments, field test activities (site selection, site preparation, materials usage, site close-out), data analysis, and timetable. Five appendixes include (1) materials evaluation criteria, topics, and questions; (2) descriptions of data collection documents; (3) relationship between the documents and evaluation questions; (4) field test sites; and (5) draft versions of data collection instruments. The fifth appendix comprises approximately 75% of the report. (YLB)

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TEACHING BASIC SKILLS THROUGH VOCATIONAL EDUCATION

TECHNICAL REPORT

Field Test Plan and Site Selection

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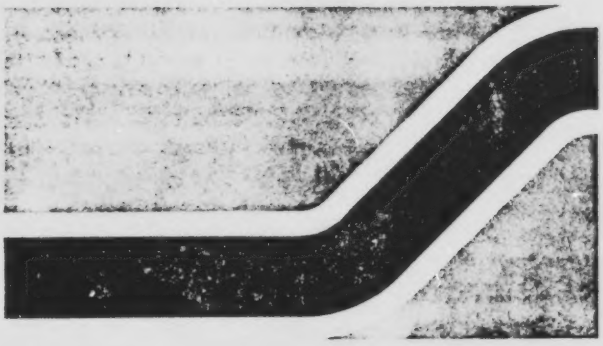

TEACHING BASIC SKILLS THROUGH VOCATIONAL EDUCATION

FIELD TEST PLAN

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Cornell Institute for Occupational Education
Ithaca, New York

April 1980

CIOE

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PREFACE

This paper presents the field test plan including site selection for the Basic Skill Development Through Vocational Education Project which is being conducted by the Cornell Institute for Occupational Education.

The purpose of the project is to develop Resource and Teacher Guides which will provide vocational and occupational education teachers with information about ways of incorporating basic skills instruction into occupational education, and about resources which will help facilitate implementation of a coordinated and integrated basic skills program within a vocational program. Vocational education teachers could use these materials to improve their students' basic skills competencies while they teach technical skills competencies.

Once project staff have developed prototype versions of the Resource and Teacher Guides (hereafter referred to as "guides" or "materials") the materials will undergo a formative evaluation by being field-tested by a sample of vocational education teachers.

Chapter One presents some of the assumptions underlying elements of the field test plan. Chapter Two reviews development, evaluation, and revision activities which lead up to the field test. Chapter Three is the recommended field test plan itself. There are five appendices to this report: the field test evaluation criteria; descriptions of the data collection documents; the relationship between the documents and the evaluation questions; field test sites; and draft documents.

Thanks go to John Bowers for his thorough description of the field test plan and to Judy Nichols for her expert typing of the final draft of this paper. Special thanks go to Madeline Dean for typing the data collection document drafts in Appendix E.

James A. Dunn
Principal Investigator and
Director, Cornell Institute for
Occupational Education

CHAPTER ONE
ASSUMPTIONS

Field Test Plan (Task I)

A very basic assumption for the field test, or any field test, is that the best way to develop a product such as the guides is to do it so that the product not only reflects good theoretical knowledge but also the realities of the context in which it will be used. Materials must be tested under real-world conditions, and be used by persons representative of the materials' intended audience. A field test in a realistic situation will help to show that the guides perform as intended under near normal use in a variety of conditions and populations. This information will help to determine how the "real world" affects the use of the guides.

It is also assumed that, to be conducted properly, the field test must be guided by criteria by which the materials may be judged and that these criteria must be specified clearly as part of the field test design. The field test is essentially a formative evaluation and evaluation must contribute information useful for decision-making about materials development. Data gathering must be disciplined and organized and must contribute to these decisions regarding product improvements. But decisions also require criteria, standards by which to make judgments regarding product improvements. The suggested criteria of usability, effectiveness, and generalizability are presented in more detail later in this position paper. In addition, criteria for both the nomination and final selection of field test sites (Task J) are discussed below.

Site Selection (Task J)

A number of assumptions lie behind the recommendation to use LEA sites for the field test and behind the criteria by which such sites will

be selected. Sites, rather than individual teacher volunteers, are used as field test units since it is assumed that the guides could not be used effectively by an individual without backing from the organizational context and its leadership. Further, it is necessary to provide support and assistance to users and this is most efficiently done by working with sites rather than with individuals.

There is also an assumption that an organizational chain of command should be followed in the nomination and selection of sites. This recognizes the central role of state and local administrators in initiating and supporting almost any change process. Since it is assumed that it is desirable for the final version of guides to be used by as many teachers across the country as possible, such sites must represent a geographic mix, varying classroom contexts reflecting differing racial, socioeconomic, and ability groups, and differing organizational contexts. Exact criteria for site selection will be discussed in more detail later in this paper.

Field Test Coordinator Role

It has been assumed that there will be a need to carry out specific assistance efforts for participating sites. It is also assumed that there will be a heavy data gathering and analysis burden associated with each site if detailed usage information is to be gathered, that it would be better if teachers and administrators at the site were not burdened by such data collection, and that more reliable data would be gathered by trained personnel. These assumptions have influenced the role of the Field Test Coordinator as it is presented in the recommended field test plan. Essentially, it is assumed that the Field Test Coordinator will act both as a facilitator who supports the entry process at a site and the adaptation and use of the materials, and also as an observer who gathers extensive knowledge about the sites and their use of the materials. More details about assumptions and actions of the Field Test Coordinator are presented in the recommended plan.

Essentially, this role is part of the mechanism which allows more responsiveness to local needs and conditions during materials use. It also provides a way of documenting and communicating problems and accomplishments. The phone "hot-line" which teachers may use to call project staff for assistance in solving problems associated with materials usage is another part of this mechanism.

Data Collection

The need to gather accurate information about how teachers use and react to the guides has been a major influence shaping the design of data collection documents. Another influence has been the need to consider future dissemination problems of the guides. Thus, documents also gather data to help analyze the school as part of a larger community, determine teacher training needs, and examine the network of support of the selection and usage of the guides.

Some of the forms of the data collection documents are designed for administrators and technical reviewers. Although it is assumed that teachers, as the primary users of the guides, would be the primary source of information for the field test, it is not assumed they would be the only source. Teachers may not always be experienced with the total range of issues that need to be considered in developing and disseminating such a product. Administrators can provide information regarding administrative issues and expert reviewers can make both conceptual and concrete recommendations for materials content and usage.

This chapter has attempted to outline only a few of the assumptions behind the recommendations in the field test plan. Others are more appropriately discussed in the context of the field test plan in the next chapters.

CHAPTER TWO
ACTIVITIES PRIOR TO THE FIELD TEST

In his position paper on the development of the Resource and Teacher Guides, Gray has outlined in some detail the activities for developing, producing, reviewing, and revising the materials, leading up to the production of the version of the materials to be used during this field test. In order that the reader may more clearly understand the relationship of the field test with previous development and evaluation activities, Gray's development procedures, time frames, design strategy, evaluation criteria, and production tasks are reviewed briefly below. Additional information is provided regarding the persons and procedures involved in the review process.

Design Strategy

Development begins with an initial design strategy which attempts to determine the objectives that teachers are to accomplish as a result of using the guides, gathers data about the experience, interests and preferences of vocational education teachers, and creates design alternatives for the materials based on both these objectives for the guides and the data about the teachers. The design strategy concludes with recommendations for particular alternatives.

Development Process

After this initial design strategy, the remainder of the development process may be viewed as a series of successive three-step cycles of materials production, materials review, and materials design and revision. Production comprises manuscript preparation, artwork, editing and proofing, printing, and preparation for dissemination. Materials review consists of submitting the materials to selected reviewers for their responses to

specific questions based on evaluation criteria, as well as their general comments regarding materials improvement. Information from the review is fed into the design-revision step. This third step essentially repeats the design strategy described in the previous paragraph. The recommendations resulting from the design strategy lead to the revision of the materials. This output of the revised materials then serves as the input to the production step in the next cycle.

Gray's proposed schedule calls for the first cycle to begin with the production of outlines for the guides' component beginning on March 10, the review of these components to begin on March 24, and the revision design cycle to begin March 27, 1980.

Production of the next set of materials, called the pilot trial version, is scheduled to begin on April 16 with the materials review beginning June 1 by our Project Monitor, in accord with our major project milestones.

Pilot test materials are scheduled for production after June 15. The pilot test itself will begin on June 23, and design and revision on July 28, 1980.

Production of field test materials will begin on August 4 and the field test will start on September 15, 1980. Plans for the evaluation criteria, groups, instruments, and activities associated with the field test are the subject of succeeding sections of this plan.

Evaluation Criteria and Questions

Gray has also set up evaluation criteria, topics, and questions for the prototype component reviews, the pilot trial and pilot test versions of the materials. Three criteria have been specified: usability, effectiveness, and generalizability. Within each of these

criteria are a number of topics and questions. Materials developers will seek answers to these evaluation questions by gathering information from the reviewers.

Gray's evaluation criteria are identical to those to be used during the field test. His evaluation topics and questions are highly consistent with, but not identical to, those to be used in interpreting field test results. The evaluation topics and questions for the field test are more extensive and detailed and are organized somewhat differently. The field test criteria, topics, and questions are presented in the following section.

The reviewers for the component outlines and the guides' pilot test versions will be selected from a number of groups. The reviewers will include the project's faculty advisors, adjunct staff, and a National Advisory Committee comprised of experts in vocational education, basic skills, product development, and educational research. Teachers and administrators will also be asked to review the materials. These teachers and administrators will probably be selected from districts within New York because of their accessibility to project staff.

The pilot test deserves some additional comment. It is the final review of the materials prior to their actual full-scale use in the classroom. It will probably involve more reviewers than the previous reviews, including possibly some from Florida where basic skills instruction is being implemented in conjunction with vocational education. In addition to the materials, reviewers will be asked to review and comment on the field test data collection instruments with respect to their clarity, utility, objectivity, ease of response, and other factors. Information from this pilot test can be used to refine the materials, the field test instruments and the data collection procedures prior to the beginning of the field test.

CHAPTER THREE

FIELD TEST PLAN (TASK I) INCLUDING SITE SELECTION (TASK J)

Purpose of the Field Test

The purpose of the field test is to gather information which can be used by the developers to improve the guides and to provide initial information on their validation. It is anticipated that the field test may also provide information which can be useful later in the dissemination of the guides. Field test information will be gathered from product users in a variety of implementation contexts as well as from reviewers of the materials.

Materials Evaluation Criteria

Three general criteria will be used to judge the materials and to determine what aspects of the materials need to be improved. These three criteria are usability, effectiveness, and generalizability.

Usability refers to the capability of the materials to be used by teachers and administrators in a real-world setting. Within the general criterion of usability are the topics of the clarity of the materials' content and illustrations, their adaptability within various school and classroom contexts, their ease of use, the level of resources needed to use them, their acceptability to their intended audience, and the ease with which the procedures outlined in the materials can be integrated within existing school teaching and testing practices.

Effectiveness refers to the materials' potential for effectiveness in their intended setting. In this field test plan, effectiveness does not refer to changes in either teacher behavior or student behavior. Although such changes may occur as a result of using the materials, they probably would not appear in any detectable form for some time. The

limited nature of the field test, and especially the limited time available for it, makes it necessary, as a practical matter, to restrict the definition of materials effectiveness to estimates of the potential effectiveness of the materials. The general criterion of effectiveness here comprises the topics of the accuracy and currency of the materials content, user characteristics and in-service training required for successful use of the materials, teacher perceptions of the materials' effectiveness, the potential impact which users perceive that the materials may have on instruction, the perceived value of the materials with respect to the needs of school personnel, their attractiveness, the extent to which the materials are perceived as excluding or countering racial and sexual bias, the variability of the perceived effectiveness in various contexts, and any unintended effects which result from materials' use.

Generalizability refers to the capability of the materials to be disseminated to and used in other sites than those in the field test. However, such judgments will be based on the experience of using the materials in the field test sites. Within the criterion of generalizability are such topics as user interest, costs of using the materials, and the perceived adequacy of the materials for use with special needs students and adults.

Within each of these criteria and topics, there are a number of specific evaluation questions. Because of their large number, these evaluation questions, organized by criterion and topic, are listed in Appendix A. It is these questions which the developers must ask themselves, and answer, in order to improve the materials. Answers to these questions will enable developers to assess the quality of the field test versions of the guides and specify those characteristics which need improvement. These questions will not be asked directly of the field test participants in the form stated in Appendix A. Rather, they will be elaborated into a series of items to be presented to participating groups

on various documents. By examining and analyzing the responses from these individuals, project evaluators and developers will be able to derive answers to the more general evaluation questions in Appendix A. The developers will use the answers to these general evaluation questions as a major tool in revising the guides for dissemination.

Groups Involved in Field Testing

In addition to the product developers, there are four major groups from whom data will be collected in the field test.

Teachers are the first, and primary, group from whom field test data will be collected. Secondary vocational education teachers are intended to be the primary users of the final versions of the guides. They will be the chief source of information about the usability, effectiveness, and generalizability of the materials. It is planned that there will be approximately four to six sites in each of the six states. Assuming that there will be an average of about eight teachers per site, it is therefore estimated that data will be collected from about 192 to 288 teachers. For planning purposes, a total of about 240 teachers will be assumed.

Administrators, the second group, include any state or local vocational education administrator who is associated with the use of the materials in a site but who does not actually use them in the classroom. Review by such persons will assure that the materials represent current thinking in vocational education, reflect local and state priorities, and are practical from an administrative point of view. An estimated 30 persons will be in this group.

Technical reviewers, the third group, will be selected for their experience with basic skills or vocational education, or their experience in materials development. The group comprises adjunct staff, faculty

advisors, and an advisory committee associated with the project. About 25 persons will be in this group.

Field Test Coordinators, the fourth group, will be a major source of data through their work with teachers at participating sites and their observations of materials usage. There are four Field Test Coordinators employed by the project, each assigned to one or two states. These persons perform a crucial role in the project. They will facilitate the use of the products in the sites by gaining the cooperation of the teachers, by providing training in the use of the materials, by providing concrete assistance on immediate problems in the use of the materials, by developing support in the local site for the use of the materials, and by gathering, analyzing, and reporting data regarding the sites' usage of the materials.

Data Collection Documents

A number of documents and data collection methods will be used to gather information regarding the evaluation criteria, topics, and questions outlined in Appendix A. Documents have been devised in such a way that each evaluation topic is assessed by at least one item on at least one of the documents to be used in the field test. For most issues, there are several items, spread over one or more of the documents. Use of such multiple observations increases the reliability and the validity of the data gathered. By combining item responses, the product developers can pinpoint exactly what changes need to be made in the guides.

Documents to be used in collecting field test data are described in Appendix B. The description of each comprises its purpose, how it is used, the information it gathers, and who completes it. In some cases, separate groups have separate forms. The role of each document in the field test, and its relation to the stages and criteria of the field test, are discussed in later sections. Some documents consist of two

scales which gather related, but somewhat different, information. For the sake of clarity, these scales are described separately in Appendix B. Draft copies of the documents are in Appendix E.

Drafts of these documents, as well as copies of this field test plan, will be submitted to appropriate federal, state, and local officials for review. A submission has already been made to the Federal Education Data Acquisition Council (FEDAC). State and local review will take place during this federal review. Local sites will be able to review the documents as part of the site recruitment and selection processes. Local and state administrators will be asked to comment on the field test plan and documents with respect to such issues as the practicality of the plan, problems that might be encountered in working with teacher unions, the willingness of teachers to use the materials and to complete field test documents, and the realities of working in various urban, rural, and suburban settings.

One major issue pertaining to the teacher and administrator groups is that of response burden, i.e., the amount of time required of these persons to respond to the documents. The estimate of the response burden given below includes only the time needed to complete field test documents, and does not include the time which a teacher or administrator might use in actually trying out the Resource and Teacher Guides. No time estimate has been included for the technical reviewer or Field Test Coordinator groups since they are, directly or indirectly, employees of the project.

Respondent Group	Number (estimated)	Estimate of average person-hours per document
Teachers	240	0.5 - 1.5
Administrators	30	0.5 - 1.5

The relationships between the data collection documents and scales and the evaluation criteria and topics are illustrated in Appendix C. An "X" on this chart indicates that at least one item on the designated scale

will provide information to be used in answering that particular question. Examinations of this chart will show the source of information for answering each question and aide in insuring that all questions are covered and that not too many sources of information are used for any one question.

Field Test Activities Beginning with Site Selection

As indicated previously, the Field Test Coordinators bear much of the burden of gathering and summarizing data. Their work is critical to the success of the field test. They must assist in site selection, work closely with participating teachers and administrators, collect data in a standardized and timely fashion, meet time schedules, and provide information about the implementation of the guides.

The data collection process can be viewed as occurring in four stages: site selection, site preparation, materials usage and site close-out. Certain tasks are performed, information collected, and instruments completed during each stage. The paragraphs below describe only the roles of teachers, administrators, and project staff. The activities of technical reviewers are discussed later in this section.

Site Selection

The technical proposal for this project calls for field testing the guides in sites representing a geographical spread across the country. A "site" is a local district or school with a vocational education program. Field test sites will be in California, Florida, Georgia, Illinois, Minnesota, and New York. New York sites, because of their accessibility to project staff, will also be used for pilot test purposes.

Directors of vocational education in the States named have been contacted and have made initial nominations of potential sites. These directors have nominated sites which, in their opinion, represent to the greatest possible extent, a geographical and population mix, which are committed to basic skills instruction, which cover the seven vocational education areas, which have a good relationship with the state department, which are accustomed to innovation, and which will be willing to participate in the activities associated with the field test.

Such site nominations constitute the preparatory step prior to the initiation of the final site selection. It should be noted that nomination does not guarantee selection for the field test. Some states have nominated more sites than can be accommodated by the personnel and resources of this field test. In addition, some of the site nominations may not entirely satisfy the nomination criteria listed in the previous paragraph. Further, nomination by the state directors does not guarantee that a given site is willing, for its part, to participate in the project. Nomination is only an indication that the site may wish to participate. Sites which have already been nominated are listed in Appendix D.

Using such nominations as an introduction and referral, Field Test Coordinators or other project personnel will contact the sites to begin the site selection process. It will be the task of the Field Test Coordinators to conduct the negotiations with site personnel leading to the site's decision to participate, or not participate, in the field test.

Because the states and sites will vary widely in their local procedures for making such a decision, it is not possible to prescribe specific tasks or a sequence of tasks for the negotiation process. In general, however, it is anticipated that the selection stage will begin with the Field Test Coordinator introducing the materials to the site personnel and exploring with them the match between the site's needs and the materials. The Field Test Coordinator can then discuss the resources required for performing the activities outlined in the materials and work with site personnel in matching their available resources and priorities

with those needed for using the materials. Coordinators will also communicate the requirements for collecting data from site participants during the field test.

Site administrators must then decide whether to participate in the field test and commit time, personnel, and resources. The Basic Skills Project Director will decide whether the site is to be included in the field test. The Project Director's decision will consider how well the site fits the original criteria for nomination (mentioned previously), make a judgment as to the site's ability and willingness to commit time, personnel, and money to the field test, and other factors such as the presence of special needs students at the site, and range of vocational educational program areas at the site, and the site's need for assistance in teaching basic skills. In making this decision, the Project Director will have information available that was collected on the site by the Field Test Coordinator and other project staff.

The selection stage may be considered to terminate when authorized site administrators decide to participate in the field test, and the Basic Skills Project Director, in consultation with the sponsoring USOE project officer, decides that the site is to be included. A final decision should be concluded with a letter of commitment spelling out the activities to be performed, and the resources to be provided by the project and the site.

It should be emphasized that evaluation information is collected during the site selection stage. During the site selection stage the Field Test Coordinators and other project staff will work with State and LEA officials to recruit and include sites in the field test. During this entry process, the Field Test Coordinators and other staff should effectively communicate the nature of the project and the guides, the match between the site's needs and resources, and the limits on the nature and amount of assistance available. As a result of this entry process, there should be a mutual commitment between the site and the project staff regarding their respective responsibilities in the field test.

During this stage, the Field Test Coordinator completes the Site Selection Log for all sites, including those which are nominated but which, for whatever reason, do not become participating sites. This log records the site selection activities, the persons involved, and the product and site factors which influence a site's participation, or non-participation, in the field test.

Site Preparation

In this stage, the Field Test Coordinator and the site staff begin to work together to implement the usage of the materials for the field test. The site should allocate the necessary resources for the field test activities which it already committed itself to in the previous stage. The site may wish to appoint a teacher or administrator to act as coordinator of the materials usage activities. The Field Test Coordinator should orient the local coordinator to the use of the guides as soon as possible, preferably before other site staff attend the orientation session (to be discussed below). The Field Test Coordinator works with the local coordinator, or other site staff, to select the teachers and administrators who will participate, to help schedule meetings and work sessions which may be needed to implement the use of the guides, and possibly to plan and gather information the participants may need in planning the use of the materials.

The site preparation stage culminates in an orientation session for those teachers and administrators who have been notified of their selection for participation in the field test. The purpose of the orientation sessions is to inform the participant of the purpose and use of the guides, and to begin their involvement with their planning, use, and evaluation. A possible agenda for such an orientation session, subject to considerable variation depending on site conditions and the final configuration of the materials, is presented in Figure 1. At such a session, the teachers and administrators can review and criticize the guides, ask questions, and begin to plan for their use. They will also be informed

Figure 1

OUTLINE OF ORIENTATION SESSION ACTIVITIES

1. Welcome and introductions (5-10 minutes)
2. Introduction to the Basic Skill Development Through Vocational Education Project and the guides (10-15 minutes)
   a. Background and purpose: Need for the materials and how they were developed
   b. Overview of the materials: Their content, organization and use
3. Hands-on inspection of the guides (10 minutes)
4. Break (15 minutes)
5. Detailed walk-through of the guide books (30 minutes)
   a. Illustration of possible ways of using the guides
   b. Discussion of resources needed to use the guides
   c. Questions and further discussion with participants
6. Planning session (60 minutes)
   a. Use of materials by individual teachers and administrators to plan assessment and instruction
   b. Use of materials by groups or teams of teachers and administrators to plan assessment and instruction
   c. Technical assistance by Field Test Coordinator and other project staff
7. Field test activities (45 minutes)
   a. Explanation of field test purpose and activities
   b. Discussion of teacher involvement in field test
   c. Completion of Orientation Document by teachers and administrators

of their further involvement through the data-gathering activities of the field test. The Field Test Coordinator will explain the purpose of the field test, the types of data to be collected, data collection methods and documents, and how this data is to be used for materials improvement. The teachers and administrators will complete an Orientation Document consisting of two parts: A Participant Information Scale and a pre-usage form of an Attitude-Skills Scale. Detailed descriptions of the administrator and teacher versions of the Orientation Document are in Appendix B. These documents are fairly brief and an individual should need no more than 30 minutes to complete an entire document. No form completed by teachers or administrators will ask for their names or other uniquely personal identification. As part of the information on the field test, the Field Test Coordinator will also review with participants the Guidelines for Comments which ask users to write marginal notations in the Resource and Teacher Guides during their use of the materials.

Materials Usage

This stage occurs during the scheduled period for the field test, i.e., between September 1 and December 15, 1980. Because of local variations and the possibility of some sites making a late decision to participate, some sites may not conduct their orientation sessions and begin use of the guides before October 1. It is during this stage that teachers and administrators actually use the guides. It is their period of greatest involvement in the field test. Because they are using field test versions of the guides, teachers and administrators may need some assistance in solving problems which arise in their use. While Field Test Coordinators and the project staff should hold their independent intervention in the sites to a minimum, they must be prepared to provide concrete assistance on immediate problems. Partly, this will be achieved by setting up a telephone "hot line" by which users can call for assistance. Assistance can take the form of answering questions and solving problems over the phone, "over-the-shoulder" assistance provided in person,

reviewing completed tasks, providing feedback to the site personnel regarding their work, and other assistance appropriate for local needs and conditions.

During materials usage, the Field Test Coordinator keeps a record of work with the sites and of the technical assistance which is provided them. The Field Test Coordinator keeps records of activities and assistance using the Field Test Activities Report and the Technical Assistance Contact Report. The Field Test Coordinator also gathers information for completing the Site and Class Description Package during this time based on information gained from teachers and from school records. Teachers and administrators who use the materials can make comments in writing on the materials during this stage following the instructions in the Guidelines for Comments introduced earlier at the orientation session.

Site Close-out

During this stage, the field test activities and project staff involvement at the local site will be brought to a close. The site may, of course, continue to use the materials on its own. The major event of the site close-out stage will be a meeting of all the teacher and administrator participants at which time they will be asked to recount their experiences with the materials, and make criticisms and suggestions for revision. At this final meeting, teachers and administrators will complete a Termination Document consisting of two parts: a Product Evaluation Scale and a post-usage form of an Attitude-Skills Scale. Detailed descriptions of the administrator and teacher versions of the Termination Document are in Appendix B. Completing this document will require approximately 30 minutes of an individual's time.

Field Test Coordinators will also conduct interviews with the participants using the Interview Guide, a list of open-ended questions which will be asked verbally of the participants and which they will answer verbally. Notes will be kept of their answers. With their permission, the interviews will also be tape-recorded, and their answers transcribed later. The interviews will be fairly brief, probably no more than 15 to 20 minutes. At this close-out meeting, the Field Test Coordinator will collect the users' copies of the guides with their comments written on them, and replace these with clean copies for participants to use in the future.

In summary, Field Test Coordinators will be responsible for data quality control, collection and summary analysis of data, and reporting of results. Field Test Coordinators will transmit data and summaries of data on a regular basis so that materials developers may begin improving portions of the guides before the end of the field test.

Project staff will be responsible for having the materials reviewed by the technical reviewers. It is anticipated that these reviewers can begin reviewing the field test versions of the guides as soon as these are available. Reviewers will write comments in the materials as instructed by their own form of the Guidelines for Comments, complete their form of the Product Evaluation Scale, and be interviewed by project staff regarding their reactions to the materials using the reviewer form of the Interview Guide.

Summary of Field Test Groups, Stages, and Documents

At this point, the reader may find it helpful to consider the interrelationship of the groups, stages, and documents which have been discussed in previous sections. There are four stages to the field test: site

selection, site preparation, materials usage, and site close-out. There are four groups participating in the field test: teachers, administrators, technical reviewers, and Field Test Coordinators. Each group has certain data collection documents which it completes in one or more of the stages of the field test. A summary of which groups complete which documents in each stage is presented in Figure 2. As a supplement to this figure, the reader may wish to refer to Appendix B which gives a brief description of the documents to be used in the field test. These descriptions are arranged and labeled according to the letter and number combinations (e.g., 1a, 4c, etc.) given in Figure 2.

The relationship between the documents and the evaluation criteria, topics, and questions is illustrated in Appendix C. The symbol "X" in the Appendix C chart signifies that at least one item on the indicated document or scale will contribute information to be used by the developers in answering the indicated evaluation question. It does not mean that the evaluation question will be on the document, only that there will be one item on the "document" which, when its responses are analyzed, will contribute towards answering that evaluation question.

Data Analysis

Formative materials evaluation requires the reporting of findings that can be easily used and reported in a timely fashion to the materials developers. However, no great sophistication is necessary in design and data analysis. For many items on the forms, simple tabulation of the frequency and percentages of persons/respondents selecting the responses will suffice. Means and standard deviations will be computed for items with scaled responses (e.g., a four-point scale where strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1). Fill-in or completion type items will be examined, compiled, and summarized to present major categories of

Figure 2

SUMMARY OF FIELD TEST GROUPS, STAGES, AND DOCUMENTS

Groups and Documents	Field test stages[a]			
	Site selection	Site preparation	Materials usage	Site close-out
1. Teachers				
a. Orientation Document - Teacher version		X		
b. Guideline for Comments - Teacher version			X	
c. Termination Document - Teacher version				X
d. Teacher interview[b]				X
2. Administrators				
a. Orientation Document - Administrator version		X		
b. Guidelines for Comments - Administrator version			X	
c. Termination Document - Administrator version				X
c. Administrator interview[b]				X
3. Reviewers				
a. Guidelines for Comments - Reviewer version			X	
b. Product Evaluation Scale - Reviewer version				X
c. Reviewer interview[b]				X
4. Field Test Coordinators[c]				
a. Site Selection Log	X			
b. Site and Class Description Package			X	
c. Field Test Activities Report Format			X	
d. Technical Assistance Contact Report			X	

Footnotes

[a]The symbol "X" indicates that this group will complete this document during this stage of the field test.

[b]The interviews of teachers, administrators, and reviewers are actually conducted by the Field Test Coordinators. Members of these groups give only verbal answers to questions, and these are written down by the Field Test Coordinator. However, since teachers, administrators, and reviewers are the source of the responses and since their time is required in order to respond, the interviews are listed under the respective groups, rather than under the Field Test Coordinator group.

[c]These documents may also be completed by members of the project staff other than Field Test Coordinators. Field Test Activities Reports are completed principally during the Materials Usage stage but may also be completed during other stages as required by circumstances.

participant comments. Data will be tabulated for sites and for respondent groups as a whole. Data will also be cross-tabulated by variables such as position, experience, region of country, area of vocational specialization, etc.

The only statistical tests to be conducted will involve those items which ask teachers and administrators to rate their own skills in teaching basic skills and their attitudes regarding the practicality and desirability of combining basic skills instruction with vocational education. It is hypothesized that, after using the materials, educators will perceive themselves as being more skilled in teaching basic skills and will perceive efforts to combine basic skills with vocational education as more practical and desirable. An analysis of variance, or other appropriate statistical techniques, will be used to test this hypothesis.

Timetable

Collection of data related to the field test will start with the site selection process in the spring and summer of 1980. Reviewers may review copies of the materials as soon as drafts of them are available. Participating teachers will actually use the materials during the field test period from September 1 to December 15, 1980. Data collected during site selection and the early part of the field test will be tabulated and analyzed while the rest of the field test is going on. Thus, initial results, in draft form, will be available to project staff and advisors by middle or late October, 1980. The complete body of data will be analyzed following the end of the field test at the sites on December 15, 1980. Results will be available to product developers in the form of draft copies of the tables in mid- or late January, 1981. A final report on the field test will be available on February 1, 1981 for distribution to project staff, the project monitor and funding agency, and other interested persons. A more widespread distribution of results will be made at a later date as a part of a larger report of the total materials development process.

APPENDICES

Appendix A

MATERIALS EVALUATION CRITERIA, TOPICS AND QUESTIONS

Criterion: Usability

1.0 Clarity

1.1 Are the materials' objectives clear and comprehensible to users?

1.2 Is the text of the materials clear and comprehensible to users?

1.3 Does the sequence of topics in the materials contribute to the clarity of the content?

1.4 Do the illustrations contribute to the clarity of the content?

2.0 Flexibility or adaptability

2.1 Do the processes and outcomes of using the materials suggest that they are usable

a. in differing institutional conditions, e.g., home-school, vocational center, etc.?

b. different grade levels?

c. in the seven vocational areas?

d. by teachers with differing training and experience?

3.0 Ease of use

3.1 Can users plan and conduct diagnostic test procedures outlined in the materials?

3.2 Can users plan and conduct prescriptive instruction in basic skills as outlined in the materials?

3.3 Can users relate diagnostic test procedures and results to prescriptive instruction as outlined in the materials?

3.4 Can users plan and conduct assessment procedures as outlined in the materials?

3.5 Can users related assessment procedures and results to prescriptive instruction and vocational needs as outlined in the materials?

3.6 Do the materials give sufficient guidance for planning testing and prescriptive procedures which are consistent with school procedures?

3.7 Do the materials give adequate guidance in other tasks related to the implementation of diagnosis of student needs, prescription of instruction, and assessment of results?

4.0 Level of resources

4.1 What level and kinds of resources do users expend in using the materials with respect to

a. person-hours?

b. dollar expenditures?

c. non-dollar resources?

5.0 Acceptability

5.1 What was the nature and extent of the opposition, if any, to the use of the materials?

5.2 Did users view the materials as being practical to use?

6.0 Integration

6.1 Can the tests and procedures outlined in the materials be integrated with other school curriculum and testing programs?

Criterion: Effectiveness

1.0 Content

1.1 Is the content of the materials appropriate for the needs of teachers?

1.2 Is the content current with present knowledge and developments regarding the provision of basic skills training and vocational education?

1.3 Is the content of the materials accurate?

1.4 Does the content of the materials include all relevant information, adequately covered?

1.5 Does the content of the materials exclude irrelevant information?

2.0 User prerequisites/characteristics

2.1 What in-service training is required for effective use of the materials?

2.2 What previous education is associated with effective use of the materials?

2.3 What previous experience is associated with effective use of the materials?

3.0 Teacher perceptions

3.1 How do the materials affect users' instructional practices?

3.2 How do the materials affect users' attitudes towards the importance of providing basic skills instruction in their vocational programs?

3.3 How do the materials affect users' perceptions of their skills at providing basic skills instruction in a vocational program?

4.0 Pupil characteristics

4.1 How is effective use of the materials influenced by such pupil characteristics as

a. race?

b. socioeconomic status?

c. achievement level?

d. other factors?

5.0 Potential impact

5.1 What do users perceive as the potential impact which the materials might have on instruction?

6.0 Value

6.1 To what extent do users view the materials as being valuable?

6.2 Are the materials directly related to significant needs and demands of school personnel?

7.0 Attractiveness

7.1 Are the materials attractive to users with respect to appearance, layout, illustrations, format, typography, etc.?

8.0 Social equity

8.1 To what extent to the materials exclude or counter bias and discrimination related to

a. sex?

b. race or ethnic origin?

c. socioeconomic status?

9.0 Unintended effects

9.1 What positive or negative effects, which were not directly intended, are observed as a result of materials' use?

10.0 Variability of effectiveness

10.1 To what extent to results on the above effectiveness issues vary with respect to

a. region?

b. vocational area?

c. site characteristics?

d. other factors?

Criterion: Generalizability

1.0 Interest

1.1 To what extent do using sites, and potential sites, display an interest in using the materials?

2.0 Reasonableness of costs

2.1 Do users perceive the costs of purchasing and implementing the materials as being reasonable?

3.0 Teacher differences

3.1 Are materials equally usable by different teachers?

3.2 What differences are there between teachers in their use of the materials?

4.0 Site differences

4.1 Are the materials equally usable across sites?

4.2 What differences are there between sites in using the materials?

5.0 District differences

5.1 What effects do district organizational differences have on materials usage and implementation?

5.2 Are the materials equally usable by districts with different organizational arrangements for providing vocational education and basic skills?

6.0 State differences

6.1 What effects do state policies and priorities have on materials usage and implementation?

7.0 Special education

7.1 Do the materials give users adequate guidance for planning and conducting basic skills instruction for

a. handicapped students?

b. disadvantaged students?

c. other students with special needs?

8.0 Use with adults

8.1 Do users feel that the materials could potentially be used to incorporate basic skills instruction in adult education classes?

Appendix B

DOCUMENTS FOR DATA COLLECTION

This appendix lists all the documents to be used to collect evaluation data during the field test. Part 1 of the appendix concerns documents to be completed by teachers, administrators, and reviewers. These are considered together because of the similarity of the documents among these groups. Part 2 deals with documents and reports to be completed by the Field Test Coordinator.

Each document has a number and letter code preceding it. This code corresponds to the labeling used in Figure 2 in the text of this field test plan. Figure 2 displays the relationship among the groups, stages, and documents associated with the field test. For convenience and logic in describing the documents, they have been arranged somewhat differently in this appendix. However, the labeling system from Figure 2 has been retained. Under this labeling system, documents are labeled according to the responding group, as follows:

Documents labeled	Responding group
1a through 1d	Teachers
2a through 2d	Administrators
3a through 3c	Reviewers
4a through 4d	Field Test Coordinators (or other project staff)

Part 1 - Documents completed by teachers, administrators, and reviewers

1a. Orientation Document - Teacher Version

2a. Orientation Document - Administrator Version

The Orientation Document for both groups consists of two scales. The Participant Information Scale gathers information on the characteristics of teachers and administrators who participate in the field test. It focuses primarily on general demographic information about the respondent,

title and duties, education, work experience, and educational and professional activities. The Attitude-Skills Scale gathers information about materials users' attitudes towards various aspects of the provision of basic skills instruction in a vocational education context, and also about users' self-perceptions of their own abilities to perform tasks associated with the provision of basic skills instruction as outlined in the materials. Attitude items assess the respondents' feelings regarding issues in the delivery of instruction in a vocational education program, the respondent's desire to learn ways to improve basic skills instruction, his/her personal commitment to change and improvement, and so on. Task items assess the respondent's perception of his/her own training, experience, and ability to perform the instructional improvement tasks outlined in the materials. A portion of the Attitude-Skills Scale will be administered on a pre-post basis, so that the degree of change in attitudes and skills of users over the field test period could be estimated. The teacher and administrator versions of the document are nearly identical, and differ only in that some of the items on the two versions are worded slightly differently. The Orientation Document is completed during the Orientation Session. It will require no more than 30 minutes to complete.

1b. Guidelines for Comments - Teacher Version
2b. Guidelines for Comments - Administrator Version
3a. Guidelines for Comments - Reviewer Version

This is not a document in itself but is rather intended to provide guidelines to persons reading the materials. It alerts readers to specific points to look for in reviewing the materials and instructs them as to what comments to write on the materials themselves. In effect, this page converts the materials themselves into documents for the written comments of users and reviewers. It is anticipated that the instructions for each of the groups indicated will be slightly different, depending on what issues we wish each group to focus.

1c. Termination Document - Teacher Version

2c. Termination Document - Administrator Version

3b. Product Evaluation Scale - Reviewer Version

For teachers and administrators, the Termination Document consists of two scales, a post-usage form of the Attitude-Skills Scale which was also completed as part of the Orientation Document, and a Product Evaluation Scale. Reviewers receive only the Product Evaluation Scale. The purpose of this document is to gather reactions to the materials in an objective, organized way. Respondents will rate portions or features of the materials on rating scales. Fill-in and open-ended type items will ask them for specific suggestions for changing the materials. Possible topics include the materials' clarity, usefulness, problems in use, content, the perceived value of the materials, intent to use the materials again, etc. The Product Evaluation Scale for the three groups will focus on somewhat different issues, or will have items which are worded somewhat differently. Completion time for the Termination Document should average about 30 minutes.

1d. Teacher Interview

2d. Administrator Interview

3c. Reviewer Interview

The purpose of these interviews is to gather reactions to the materials and their usage and outcomes. They are designed to supplement information gathered with the Product Evaluation Scales. The interviews will include questions which require a more open-ended, extended response or which may warrant a deeper exploration or probing than can be accomplished with short written answers. Interviews will be conducted by the Field Test Coordinators or other project staff, and with permission of the respondent, will also be tape recorded with small portable recorders for later reference. The interviews will require only verbal responses, and no written responses, from teachers, administrators, and reviewers. The set of interview questions will be somewhat different for each group indicated. Interviews should require no more than 15-20 minutes of teacher and administrator time.

Part 2 - Documents completed by Field Test Coordinators

4a. Site Selection Log

The purpose of the log is to provide a systematic format for gathering information about participating sites during the process of gaining their participation and cooperation in the field test. It may also provide information on sites which explore the possible use of the materials but which decide not to participate in the project. It consists of two parts. It opens with a brief narrative account of the district's decision to participate, or not. The second part lists product characteristics accompanied by rating scales which describe the extent to which each characteristic influenced the district's decision to participate. District characteristics are also listed and rated with respect to their influence on the decision to include the site. This document is completed by the Field Test Coordinators during the site selection process.

4b. Site and Class Description Package

This document consists of two parts: a Site Description Scale and a Classroom Description Scale. The Site Description Scale gathers descriptive information on the sites which participate in the field test. This information includes number of students, population density, percentage of urbanization, percentage of nonwhite population, and other factual information about each site. Usually, the Field Test Coordinator will be able to obtain such information from local administrators or reference books. The second part, the Classroom Description Scale, records information regarding the individual classes which receive instruction as a result of their teachers' use of the materials. This can include the racial or socio-economic composition of the class, the average and range of achievement test scores in basic skills areas, the nature of the program which the class is in, and so on. It will not gather information about individual students. When the Field Test Coordinator has completed a Site and Classroom Description Package for a site, it consists of one copy of the Site Description Scale plus one copy of the Classroom Description Scale for each participating class.

4c. Field Test Activities Report Format

This is a format for writing a memorandum report of activities associated with the field test. It is to be used by the Field Test Coordinators to record any training activities or formal meetings with state department personnel or local district teachers and administrators. The format includes heading for context information (time, date, place of meeting or work effort, persons present, etc.) the purpose of the meeting, a factual description of the activities, outcomes accomplished, intended future activities, problems encountered, implications for materials changes, and so on. The memo is to be written by the Field Test Coordinator based on his/her notes. The Field Test Coordinator will retain a copy and send the original to CIOE.

4d. Technical Assistance Contact Report

This document gathers information about specific problems encountered by users while they are using the materials. The form provides space for the name of the user, the person giving assistance, the means of assistance (telephone or face-to-face), the nature of the problem or assistance requested, what assistance was given, implications for the revision of materials, and other relevant information. The report is completed by Field Test Coordinators or by project staff.

Appendix C

DOCUMENTS-QUESTIONS MATRIX

This appendix illustrates the correspondence between the instruments listed in Appendix B and the field test evaluation criteria, topics, and questions listed in Appendix A. There are three pages, one for each of the three general criteria of usability, effectiveness, and generalizability. Documents are listed across the top of each page, with the number and letter labels used in Figure 2 in the text. For the reader's convenience, these labels are repeated below.

1. Documents completed by teachers
   - 1a. Orientation Document - Teacher Version
   - 1b. Guidelines for Comments - Teacher Version
   - 1c. Termination Document - Teacher Version
   - 1d. Teacher Interview

2. Documents completed by administrators
   - 2a. Orientation Document - Administrator Version
   - 2b. Guidelines for Comments - Administrator Version
   - 2c. Termination Document - Administrator Version
   - 2d. Administrator Interview

3. Documents completed by technical reviewers
   - 3a. Guidelines for Comments - Reviewer Version
   - 3b. Product Evaluation Scale - Reviewer Version
   - 3c. Reviewer Interview

4. Documents completed by Field Test Coordinators or other project staff
   - 4a. Site Selection Log
   - 4b. Site and Classroom Description Package
   - 4c. Field Test Activities Report Format
   - 4d. Technical Assistance Contact Report

Evaluation topics and questions are listed down the left side of each page, using the number designations given each in Appendix A. Figure 2 in the text shows the relationship among groups, stages, and instruments. The reader may wish to refer to it for further information.

USABILITY

Documents

Topics and Questions	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	4a	4b	4c	4d
1.0															
1.1		X	X	X		X	X	X	X						
1.2		X	X	X		X	X	X	X						
1.3		X	X	X		X	X	X	X						
1.4		X	X	X		X	X	X	X						
2.0															
2.1	X		X	X	X		X	X		X	X		X	X	X
3.0															
3.1			X	X										X	X
3.2			X	X										X	X
3.3			X	X										X	X
3.4			X	X										X	X
3.5			X	X										X	X
3.6			X	X										X	X
3.7			X	X										X	X
4.0															
4.1			X	X			X	X							
5.0															
5.1	X		X		X		X					X		X	
5.2			X	X			X	X							
6.0															
6.1			X				X	X			X		X	X	

EFFECTIVENESS

Documents

Topics and Questions

	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	4a	4b	4c	4d
1.0															
1.1		X	X	X		X	X	X	X	X	X			X	X
1.2		X	X	X		X	X	X	X	X	X				
1.3		X	X	X		X	X	X	X	X	X				
1.4		X	X	X		X	X	X	X	X	X				
1.5		X	X	X		X	X	X	X	X	X				
2.0															
2.1			X	X			X	X						X	X
2.2	X		X	X	X									X	X
2.3	X		X	X	X									X	X
3.0															
3.1				X				X						X	X
3.2	X		X	X	X		X	X							
3.3	X		X	X	X		X	X							
4.0															
4.1			X	X			X	X					X		X
5.0															
5.1				X				X			X				
6.0															
6.1		X	X	X		X	X	X	X	X	X	X			
6.2			X	X			X	X		X	X	X			
7.0															
7.1		X	X			X	X								
8.0															
8.1		X	X			X	X		X	X					
9.0															
9.1				X				X						X	X
10.0															
10.1	X											X	X		

GENERALIZABILITY

Documents

Topics and Questions	1a	12	1c	1d	2a	2b	2c	2d	3a	3b	3c	4a	4b	4c	4d
1.0															
1.1												X			
2.0															
2.1							X								
3.0															
3.1	X		X	X	X									X	X
3.2	X		X	X	X									X	X
4.0															
4.1			X	X			X						X	X	X
4.2			X	X			X						X	X	X
5.0															
5.1							X			X	X	X	X	X	X
5.2							X			X	X	X	X	X	X
6.0															
6.1							X					X		X	X
7.0															
7.1		X	X	X		X	X		X				X		
8.0															
8.1			X				X			X					

Appendix D

NOMINATIONS FOR FIELD TEST SITES

This appendix presents nominations for field test sites. Being nominated does not indicate that those sites have definitely agreed to participate, nor does it indicate that the project director has definitely decided to include them in the field test. Such agreements will be made only after negotiation with state and local educational officials.

California

Argus Continuation High School
Ceres Unified School District
Ceres, California 95307

Del Paso High School
Walnut Valley School District
Walnut, California 91789

Central City Occupational Center
Los Angeles Unified School District
Los Angeles, California 90051

Mountain View Continuation High School
Santa Ana Unified School District
Santa Ana, California 92701

Northern Santa Clara County Regional Occupational Program
Sunnyvale, California 94086

Florida

St. Petersburg Vocational-Technical Institute
Clearwater, Florida 33518

DeLand Comprehensive Senior High School
DeLand, Florida 32720

Washington Holmes Area Vocational-Technical Center
Chipley, Florida 32428

Georgia

Wayne County Comprehensive High School
Jesup, Georgia 31545

South DeKalb Occupational Education Center
Decatur, Georgia 30034

Valdosta Comprehensive High School
Valdosta, Georgia 31601

Illinois

Canton Union District #66
Canton, Illinois 61520

East Richland Community Unit District #1
Olney, Illinois 62450

Lockport Township High School District #5
Lockport, Illinois 60441

Orion Community Unit District #1
Orion, Illinois 61273

Minnesota

Whitebear Lake Area Vocational-Technical Institute
St. Paul, Minnesota

Hennepin County Vocational-Technical Institute
Minneapolis, Minnesota

New York

Broome-Delaware-Tioga BOCES
Upper Glenwood Road
Binghamton, New York 13905

Edison Technical and Occupational Education Center
Rochester, New York 14601

Oswego BOCES
Mexico, New York 13114

Suffolk #2 BOCES
Islip Career Center
Oakdale, New York 11769

George Westinghouse Vocational High School
Brooklyn, New York 11201

PART II

Appendix E

DATA COLLECTION DOCUMENT DRAFTS

This appendix presents draft versions of the data collection documents which are proposed for use during the field test. The documents are presented in the order in which they were listed on the opening page of Appendix C. Documents completed by teachers are presented first, followed by documents completed by administrators, technical reviewers, and Field Test Coordinators.

It should be remembered that these documents are in draft form and are subject to revision before use in the field test.

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

ORIENTATION DOCUMENT
Teacher Version

The Orientation Document consists of two parts.

Part 1 - Participant Information Scale concerns your work experience, educational and professional activities, and general background.

Part 2 - Attitude-Skills Scale asks for information about your skills and attitudes with respect to teaching basic skills to vocational education students.

Check or circle your response, or write in a brief answer, according to the instructions given for each question.

Please remember that your replies are confidential.

Your Code Number_____

Date this document completed_____

PART 1 - PARTICIPANT INFORMATION SCALE

For Questions 1 to 4, write in the number of years indicated.

1. How many years have you been employed by this school district? _____
2. How many years were you employed in other districts?. . . . . _____
3. In how many other districts have your worked? . . . . . _____
4. In how many other schools have you worked, in this district or in other districts?. . . . . _____

5. Have you ever held, or do you now hold, any of the following positions? If you have, how many years did you hold that position?

   Circle your answer to show if you ever held that position. Write in the number of years you held it to the right.

	Position	Have you held this position? Yes	No	Number of years in position
a.	Teacher	Y	N	_____
b.	Department Chairman	Y	N	_____
c.	Assistant Principal	Y	N	_____
d.	Principal	Y	N	_____
e.	Central District Office Administrator . .	Y	N	_____
f.	Other school district position.	Y	N	_____

If you answered YES to 'e' or 'f', give the position title(s) here:

_____

_____

Check, circle, or write in your answers as indicated for each question in this section.

6. What is the highest degree you have actually received? Check one.

_____a. Bachelor's degree

_____b. Associate degree in a technical subject

_____c. Master's degree

_____d. Ph.D. degree

_____e. Other - specify_____

7. In what year did you receive this degree?_____

8. What was the major subject area of this degree?_____

9. Are you currently working towards a higher degree than the one you now have? Check one. If yes, write in the subject area of your studies.

_____a. No

_____b. Yes. What is the subject area your degree will be in?

_____

10. Do you currently possess any licenses, either as a teacher, an administrator, or other professional position, or as a craftsman? Write in the name of these licenses below.

_____

11. List the names of the professional organizations of which you are currently a member.

_____

_____

_____

12. List the names of no more than three professional educational journals which you read on a regular basis.

_____

_____

_____

13. Have you ever had any training or experience working with the kinds of students listed below in occupational or vocational education? If you have, circle T or E or both, as appropriate.

Training can include any formal instruction such as college courses, in-service workshops, or other instruction. Experience includes work with students as either a teacher or an administrator.

	Student groups	Training	Experience
a.	Gifted students.	T	E
b.	Students with learning disabilities. . . .	T	E
c.	Slow learners.	T	E
d.	Physically handicapped students.	T	E
e.	Disadvantaged students	T	E
f.	Students with low reading ability.	T	E
g.	Students with low mathemathics ability . .	T	E
h.	Students with low ability in language areas such as writing, speaking or listening.	T	E
i.	Students with other kinds of learning difficulties	T	E

14. Have you ever worked with teachers of academic basic skills (such as English and mathematics) to improve the reading or mathematic skills of your vocational students? Check one.

_____a. No.

_____b. Yes. Describe briefly_____

_____

15. Have you ever worked with other vocational teachers to help improve your students' skills in reading and mathematics? Check one.

_____a. No.

_____b. Yes. Describe briefly_____

_____

PART 2 - ATTITUDE-SKILLS SCALE

1. In which of the following general areas of vocational education do you teach? Check one.

   _____a. Agriculture and agri-business

   _____b. Business and office education

   _____c. Distributive education

   _____d. Health education

   _____e. Occupational home economics

   _____f. Technical education

   _____g. Trades and industry

   _____h. Other - specify_____

2. What specific programs in vocational education do you teach? Write the course names on the lines below.

   a._____

   b._____

   c._____

3. What specific kinds of jobs could a student get who had taken these programs? Write one or more examples of job titles on the lines below.

   a._____

   b._____

   c._____

4. In general, what minimum level of basic skills would one of your graduates need for success in an entry-level position in the kind of jobs such as those you listed in Question 3? Circle one response for each of the five basic skills listed below.

		Minimum level needed				
	Academic basic skills	Very high level		Average level		Very low
a.	Reading	5	4	3	2	1
b.	Mathematics	5	4	3	2	1
c.	Writing, English composition	5	4	3	2	1
d.	Listening	5	4	3	2	1
e.	Speaking	5	4	3	2	1

5. How much training and experience have you had in teaching basic skills, such as reading, mathematics, and so on? Listed below are several tasks a teacher might have to do to include basic skills teaching in a vocational educational program.

Circle two responses for each task, one for your training and one for your experience.

Training in these tasks can include college courses, in-service workshops, or other formal training you have had.

Experience means what you have done to try to apply these tasks in teaching your students.

		Training			Experience		
	Tasks	A lot	Some	Not much	A lot	Some	Not much
a.	Deciding what level of basic skills students need in order to learn in my classes	3	2	1	3	2	1
b.	Deciding what level of basic skills students need to succeed in a entry-level job in my area	3	2	1	3	2	1
c.	Finding and using ready-made standardized tests of students' basic skills	3	2	1	3	2	1
d.	Making and using my own tests of students' basic skills	3	2	1	3	2	1
e.	Interpreting the results of ready-made standardized tests to assess student needs in basic skills	3	2	1	3	2	1
f.	Interpreting the results of my own tests to assess students' needs in basic skills	3	2	1	3	2	1
g.	Finding and using materials and methods to help vocational students improve their basic skills	3	2	1	3	2	1
h.	Planning prescriptive teaching that will help students learn the basic skills they will need on-the-job	3	2	1	3	2	1
i.	Determining how readable the textbook and other class materials are in the program I teach	3	2	1	3	2	1

Tasks	Training			Experience		
	A lot	Some	Not much	A lot	Some	Not much
j. Findings out what levels of basic skills are needed for jobs in the area I teach	3	2	1	3	2	1
k. Teaching basic skills as an integral part of the vocational education program I teach	3	2	1	3	2	1
l. Motivating student interest in learning basic skills through vocational education	3	2	1	3	2	1

6. How well do you feel you can teach basic skills in your vocational education program? How well would you like to be able to teach them?

The list of tasks from Question 5 is repeated below. Circle two responses for each task, one to show how well you feel you can do the task, and one to show how well you would like to do the task.

Tasks	Can do			Would like to do		
	Very well	To some degree	Not at all	Very well	To some degree	Not at all
a. Deciding what level of basic skills students need in order to learn in my class	3	2	1	3	2	1
b. Deciding what level of basic skills students need to succeed in a entry-level job in my area	3	2	1	3	2	1
c. Finding and using ready-made standardized tests of students' basic skills	3	2	1	3	2	1
d. Making and using my own tests of students' basic skills	3	2	1	3	2	1
e. Interpreting the results of ready-made standardized tests to assess student needs in basic skills	3	2	1	3	2	1
f. Interpreting the results of my own tests to assess students' needs in basic skills	3	2	1	3	2	1
g. Finding and using materials and methods to help vocational students improve their basic skills	3	2	1	3	2	1

Tasks	Can do: Very well	Can do: To some degree	Can do: Not at all	Would like to do: Very well	Would like to do: To some degree	Would like to do: Not at all
h. Planning prescriptive teaeh-ing that will help students learn the basic skills they will need on-the-job	3	2	1	3	2	1
i. Determining how readable the textbook and other class materials are in the program I teach	3	2	1	3	2	1
j. Finding out what levels of basic skills are needed for jobs in the area I teach	3	2	1	3	2	1
k. Teaching basic skills as an integral part of the vocational education program I teach	3	2	1	3	2	1
l. Motivating student interest in learning basic skills through vocational education	3	2	1	3	2	1

7. In any group of vocational education teachers, you are likely to find many opinions about teaching basic skills in a vocational education program.

The statements listed below express both positive and negative opinions. All are based on actual statements made by vocational education teachers.

Circle one response for each statement to show how much you agree or disagree with it. Remember that your responses are confidential.

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
a.	Combining vocational education with basic skills could help motivate students to learn basic skills	SA	A	D	SD
b.	Vocational education teachers can't be expected to correct in 2 years what students have not been taught previously by other teachers.	SA	A	D	SD
c.	Vocational education teachers have a responsibility to make sure their graduating students have the reading, mathematics, and language skills they need to get an entry-level job in their area of study.	SA	A	D	SD
d.	Trying to teach basic skills in vocational programs will take too much time away from teaching job-related content.	SA	A	D	SD
e.	Most vocational teachers already do teach the basic skills that their students need to learn class lessons.	SA	A	D	SD
f.	Vocational education teachers should not have to become remedial reading or remedial mathematics teachers.	SA	A	D	SD
g.	Vocational educators should work with basic skills teachers but vocational educators should not teach basic skills themselves.	SA	A	D	SD
h.	Most vocational educators would welcome the chance to get some help in teaching reading, mathematics, or language skills to their students who need it.	SA	A	D	SD
i.	Most vocational education teachers simply are not prepared for teaching basic skills as part of their classes.	SA	A	D	SD
j.	Combining basic skills instruction with vocational programs will give students confidence in their abilities.	SA	A	D	SD
k.	Teaching basic skills along with job content puts an unreasonable burden on the vocational teacher.	SA	A	D	SD
l.	Teaching vocational students basic skills will help to make them more employable.	SA	A	D	SD
m.	Vocational teachers should teach only those basic skills directly related to their technical areas.	SA	A	D	SD
n.	Vocational education teachers usually know which students need help in basic skills without using tests in mathematics or English.	SA	A	D	SD
o.	There are almost no resources available to help the vocational teacher combine basic skills instruction with regular course work.	SA	A	D	SD

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

GUIDELINES FOR COMMENTS
Teacher Version

This is the field test of the Resource and Teacher Guides produced by the Basic Skills Through Vocational Education Project. The people who developed these guides are seeking information which will help them revise and improve the guides.

One of the most important sources of such information will be your written comments on the pages of these materials. As a representative of the kind of teachers for whom these materials are intended, your comments are especially important.

When you come to a place that needs improvement, please circle or mark it boldly, and make some comment about it. Keep in mind that you can make several kinds of comments. You could simply state that a particular thing is good or bad. Or you could go further and write a short explanation about the cause of a problem in the writing. Or you could go further still, and make suggestions for improving or changing the materials.

To whatever extent you find it possible, please try to include suggestions for improving the content. Remember, however, that all responses are appreciated.

In addition, we ask that you BE BRUTAL. We believe that criticism will breed a better product.

At the end of the field test, the guides with your written comments will be collected. You will receive new clean copies in their place.

On the next page are some suggestions for comments. Don't feel limited by these. You may write any comments you want.

Suggestions for Comments

CONTENT

Is the content accurate?

Is the content up-to-date?

Is the content appropriate for the needs of teachers?

Does the content include all relevant information and exclude all irrelevant information?

Is all relevant information adequately covered?

CLARITY

Are the objectives of the guides clear?

Is the writing clear and understandable to you?

Does the sequence of the topics help make things clear for you?

Do the examples and illustrations contribute to the clarity of the guides?

ORGANIZATION

Does the organization of the guides help you to understand them and to use them?

Is there another way of organizing the booklets or topics that would make them easier to understand or to use?

APPEARANCE

Are the guides attractive to read and use?

Are there any typing or grammatical errors?

Does the type style and page layout make the guides easy to read?

PRACTICALITY

What tasks suggested in the guides are not practical for teaching in your school? In your District? In your State?

What tasks are not practical due to time, money, or other reasons?

VALUE

What parts are most valuable to you in planning instruction?
Which parts are not valuable or useful?

FAIRNESS

Is there any bias or discrimination in the guides related to sex, race, socio-economic status, handicap, or other characteristic?

SPECIAL NEEDS

Do the guides give adequate guidance on planning basic skills instruction for groups with special needs such as the handicapped or slow learners?

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

TERMINATION DOCUMENT

Teacher Version

This Termination Document consists of two parts.

Part 1 - Attitude-Skills Scale asks for information about your skills and attitudes with respect to teaching basic skills to vocational education students.

Part 2 - Product Evaluation Scale asks for your ratings of the Introductory Guide, the Teacher Guides, and the Resource Guides.

Make your responses according to the instructions given for each section.

Please remember that your replies are confidential.

Your Code Number _____

Date this document completed _____

1. When you began this field test, you were asked how well you felt you could teach basic skills in your vocational education classes. At that time you rated your own ability to do several tasks which a teacher might do who was trying to teach basic skills in a vocational education program.

   How well do you feel you can do these same tasks now, after using the guidebooks? The tasks are listed below. Circle two responses for each task, one to show how well you feel you can do the task now, and the other to show if you tried to use the guidebooks to help you do such a task during the field test.

Tasks	Can do this now: Very well	To some degree	Not at all	Tried to do this during the field test: YES	NO
a. Deciding what level of basic skills students need in order to learn in my classes.	3	2	1	Y	N
b. Deciding what level of basic skills students need to succeed in an entry-level job in my area.	3	2	1	Y	N
c. Finding and using ready-made standardized tests of students' basic skills.	3	2	1	Y	N
d. Making and using my own tests of students' basic skills.	3	2	1	Y	N
e. Interpreting the results of ready-made standardized tests to assess student needs in basic skills.	3	2	1	Y	N
f. Interpreting the results of my own tests to assess students' needs in basic skills.	3	2	1	Y	N

	Tasks	Can do this now: Very well	To some degree	Not at all	Tried to do this during the field test: YES	NO
g.	Finding and using materials and methods to help vocational students improve their basic skills.	3	2	1	Y	N
h.	Planning prescriptive teaching that will help students learn the basic skills they will need on-the-job.	3	2	1	Y	N
i.	Determining how readable the textbook and other class materials are in the programs I teach.	3	2	1	Y	N
j.	Finding out what levels of basic skills are needed for jobs in the area I teach.	3	2	1	Y	N
k.	Teaching basic skills as an integral part of the vocational education programs I teach.	3	2	1	Y	N
l.	Motivating student interest in learning basic skills through vocational education.	3	2	1	Y	N

2. When the field test began, you were also asked to agree or disagree with a number of opinions about the possibility of teaching basic skills in a vocational education program.

How do you feel about these same opinions now, after using the guidebooks to help you teach basic skills in your classes?

The same positive and negative opinions you saw at the beginning of the field test are listed below. Circle one response for each statement to show how much you agree or disagree with it. Remember that your responses are confidential.

Statements	Strongly agree	Agree	Disagree	Strongly disagree
a. Combining vocational education with basic skills could help motivate students to learn basic skills	SA	A	D	SD
b. Vocational education teachers can't be expected to correct in 2 years what students have not been taught previously by other teachers.	SA	A	D	SD
c. Vocational education teachers have a responsibility to make sure their graduating students have the reading, mathematics, and language skills they need to get an entry-level job in their area of study.	SA	A	D	SD
d. Trying to teach basic skills in vocational programs will take too much time away from teaching job-related content.	SA	A	D	SD
e. Most vocational teachers already do teach the basic skills that their students need to learn class lessons.	SA	A	D	SD
f. Vocational education teachers should not have to become remedial reading or remedial mathematics teachers.	SA	A	D	SD
g. Vocational educators should work with basic skills teachers but vocational educators should not teach basic skills themselves.	SA	A	D	SD
h. Most vocational educators would welcome the chance to get some help in teaching reading, mathematics, or language skills to their students who need it.	SA	A	D	SD
i. Most vocational education teachers simply are not prepared for teaching basic skills as part of their classes.	SA	A	D	SD
j. Combining basic skills instruction with vocational programs will give students confidence in their abilities.	SA	A	D	SD
k. Teaching basic skills along with job content puts an unreasonable burden on the vocational teacher.	SA	A	D	SD
l. Teaching vocational students basic skills will help to make them more employable.	SA	A	D	SD
m. Vocational teachers should teach only those basic skills directly related to their technical areas.	SA	A	D	SD
n. Vocational education teachers usually know which students need help in basic skills without using tests in mathematics or English.	SA	A	D	SD
o. There are almost no resources available to help the vocational teacher combine basic skills instruction with regular course work.	SA	A	D	SD

Part 2 - Product Evaluation Scale

Section A - Rating the Introductory Guide

Below are a number of statements about the Introductory Guide. Indicate whether you agree or disagree with each statement, or if you have no opinion. Circle one response for each statement at the right. (Consider only the Introductory Guide. You will rate the Teacher Guides and the Resource Guides in the next two sections.)

	Agree	Disagree	Don't Know No opinion
1. The Introductory Guide is essential for understanding and using the other guides.....	A	D	?
2. All the information in the guide was correct.....	A	D	?
3. The guide included all relevant information that it should have.....	A	D	?
4. The guide was direct and to-the-point..	A	D	?
5. The guide was easy to read.....	A	D	?
6. The guide had no hard-to-understand jargon.....	A	D	?
7. The guide gave practical advice.....	A	D	?
8. The guide addressed current issues in helping students with basic skills.....	A	D	?
9. The guide helped in building a team to plan instructional activities.....	A	D	?
10. The graphics and diagrams in the guide helped me to understand the guide.....	A	D	?
11. The examples given in the guide were realistic and helped me to understand the content.....	A	D	?
12. The guide gives adequate guidance to administrators in managing the people, time, and resources for basic skills in vocational education classes.....	A	D	?
13. The guide should help to motivate teachers and administrators to teach basic skills in vocational education classes.....	A	D	?
14. The guide has a attractive format.....	A	D	?
15. The guide was clearly written.....	A	D	?

How much did the Introductory Guide help you do each of the following? Circle your response at the right.

How much did the Introductory Guide help you...	A lot	Some-what	Not much
16. Recognize the importance of teaching basic skills through vocational education programs?.....	3	2	1
17. Understand what vocational teachers can do to teach basic skills in their program?.....	3	2	1
18. Understand how to use the Teacher Guides?.....	3	2	1
19. Understand how to use the Resource Guides?.....	3	2	1
20. Realize the advantage and limitations of the Teacher and Resource Guides?.....	3	2	1
21. Understand how the other guides or organized?.....	3	2	1
22. Be convinced that you could teach basic skills in vocational programs.....	3	2	1
23. Plan basic skills instruction for your particular vocational speciality?.....	3	2	1
24. Understand the content of the Resource and Teacher Guides?.....	3	2	1

How useful were each of the following chapters in the Introductory Guide? Circle your response at the right.

	Very useful	Somewhat useful	Not useful
25. Section I. Why Basic Skill Development Through Vocational Education?.....	3	2	1
26. Section II. Giving Teachers and Students Power...	3	2	1
27. Section III. Using the Guides.....	3	2	1

28. If you had the job of revising the Introductory Guide so as to make it more useful, attractive, or easy to read, what would you do?

_____

_____

_____

Section B - Rating the Teacher Guides

Listed below are the titles of the four Teacher Guides. Which ones did you read or use or both? Circle your answer at the right.

	Read and used it	Read it but didn't use it	Neither read nor used it
1. Developing Reading Skills Through Vocational Education.....	3	2	1
2. Developing Mathematics Skills Through Vocational Education.....	3	2	1
3. Developing Writing Skills Through Vocational Education.....	3	2	1
4. Developing Listening and Speaking Through Vocational Education.....	3	2	1

Listed below are a number of statements about the Teacher Guides. An abbreviated title for each guide is at the right. Under the title of each guide which you read or used, write in whether you agree or disagree with that statement for that particular guide. Use these symbols:

A = I agree with this statement
D = I disagree with this statement
? = Don't know or no opinion

Remember, write in one of the three symbols for each statement but rate only the guides you actually read or used in planning basic skills instruction in your classes.

	Reading	Mathematics	Writing	Listening & Speaking
5. This guide helped me understand the content of this basic skill.....	____	____	____	____
6. This guide helped me to understand how this basic skill is related to my vocational specialty.....	____	____	____	____
7. This guide gave me good advice on lesson planning for teaching basic skills in my classes.....	____	____	____	____
8. This guide gave me good advice on adapting my lesson plans to include basic skills instruction.....	____	____	____	____

	Reading	Mathematics	Writing	Listening & Speaking
9. This guide showed me how to cope with factors that affect the development of basic skills in my students.....	____	____	____	____
10. This guide gave me good advice on selecting the basic skills related to my vocational speciality.....	____	____	____	____
11. This guide helped me specify objectives for basic skills lessons...	____	____	____	____
12. This guide helped me select or develop instructional strategies for teaching basic skills.....	____	____	____	____
13. This guide helped me locate or create tests and instructional materials in its particular basic skill.....	____	____	____	____
14. The content of this guide was accurate.....	____	____	____	____
15. The content of this guide was clear to me.....	____	____	____	____
16. All necessary content was included in this guide.....	____	____	____	____
17. The guide was easy to read.....	____	____	____	____
18. The guide generally gave practical advice for instructional planning for teaching basic skills.....	____	____	____	____
19. This guide meets the objectives that it stated.....	____	____	____	____
20. This guide's objectives were clear....	____	____	____	____
21. The illustrations in this guide help make the content clear.....	____	____	____	____
22. This guide can be used for planning basic skills instruction				
a. in most schools.....	____	____	____	____
b. at different grade levels.....	____	____	____	____
c. in different vocational areas.....	____	____	____	____
d. by teachers with different training and experience.....	____	____	____	____

	Reading	Mathematics	Writing	Listening & Speaking
23. This guide requires in-service training for teachers to use it successfully.....	____	____	____	____
24. This guide is directly related to needs and demands of teachers and administrators.....	____	____	____	____
25. This guide is very valuable for teachers and administrations.....	____	____	____	____
26. This guide shows no evidence of bias with regard to sex, race, or socio-economic status of students.....	____	____	____	____
27. This guide should be equally usable by teachers of differing education and background.....	____	____	____	____
28. This guide gives adequate guidance for planning basic skills instruction for				
handicapped students.....	____	____	____	____
gifted students.....	____	____	____	____
other students with special needs..	____	____	____	____
29. This guide is potentially useful for planning basic skills instruction for adult education classes.....	____	____	____	____
30. It was easy to integrate the procedures suggested in this guide with other school curriculum and testing programs.....	____	____	____	____

31. About how many hours per week did you use each of these in making instructional plans? How many hours of classroom instruction did this affect? Write in your best estimate of average hours at the right.

	Hours used in planning instruction	Classroom hours affected
a. Developing Reading Skills.....	_____	_____
b. Developing Mathematics Skills.....	_____	_____
c. Developing Writing Skills.....	_____	_____
d. Developing Listening and Speaking Skills.	_____	_____

32. If you had the job of revising these guides so as to make them more useful, attractive, or easy to read, what would you do? Make separate suggestions for each guide.

a. Developing Reading Skills Through Vocational Education.

b. Developing Mathematics Skills Through Vocational Education.

c. Developing Writing Skills Through Vocational Education.

d. Developing Listening and Speaking Skills Through Vocational Education.

Section C - Rating the Resource Guides

Listed below are the titles of the 12 Resource Guides. Which ones did you read or use or both? Circle your answer at the right.

		Read and used it	Read it but didn't use it	Neither read nor used it
I.	Basic Skill Domains and Vocational Education Areas: Creating Skill/D.O.T. Job Title Matrixes....	3	2	1
II.	Instructional Materials for Teaching Particular Skills.....	3	2	1
III.	Teaching Particular Skills for Particular Jobs.....	3	2	1
IV.	Testing and Basic Skill Development Through Vocational Education: References.....	3	2	1
V.	Determining the Reading Level of Vocational Education Texts.....	3	2	1
VI.	Teacher-Made Tests and Other Informal Diagnostic Procedures Used in Vocational Education.....	3	2	1
VII.	Basic Skill Development Procedures for Special Needs Students in Vocational Education Settings.....	3	2	1
VIII.	Technical Vocabularies.....	3	2	1
IX.	Minimum Graduation Requirements: A Comparative Summary.....	3	2	1
X.	Building Support for Testing and Teaching Basic Skills within Vocational Education Contexts.....	3	2	1
XI.	Resources for Remediation of Basic Skills within Vocational Education Centers.....	3	2	1
XII.	Resources for the Reinforcement of Basic Skills and the Accommodation of Students with Basic Skill Deficits in Vocational Education Settings.....	3	2	1

COMPLETE ONE COPY OF THIS PAGE FOR EACH RESOURCE GUIDE YOU READ OR USED.

Circle the number of the Resource Guide you are rating in the questions below. Refer to the list in the beginning of this section for the titles that correspond to the numerals below.

I II III IV V VI VII VIII IX X XI XII

For the one guide you have circled above, answer the following questions by circling your response at the right.

		Agree	Dis-agree	Don't know No opinion
a.	The purpose and objectives of this guide were clear to me.....	A	D	?
b.	The content of this guide was clear to me.....	A	D	?
c.	The content of the guide was easy to read and understand.....	A	D	?
d.	This guide can be useful in helping teachers to plan basic skills instruction in vocational programs.....	A	D	?
e.	The content of this guide was accurate and complete.....	A	D	?
f.	I feel I gained new knowledge from this guide...	A	D	?
g.	The information or procedures described in this guide could be integrated with current school practices in my school or district.....	A	D	?
g.	I feel that I would need in-service training to make effective use of this guide.....	A	D	?

i. Describe briefly exactly how you used this guide in planning or conducting basic skills instruction in your classes. If you are an administrator, explain how it helped you plan and lead such instruction.

_____

_____

_____

j. If you had the job of revising this guide, so as to make it more useful, attractive, or easy to read, what would you do? Write your suggestions on the lines below.

_____

_____

_____

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

TEACHER INTERVIEW

This interview is to be conducted by the Field Test Coordinator at a time and place convenient to the person being interviewed.

At the top of each page is a major question. Repeat this question aloud to the person being interviewed. Beneath each question are several probes, intended to show the direction and content of this line of questioning. Use these as the basis for further questions to get the interviewee to expand on his/her answer and to give more detail. In all the questions, seek specific details and examples.

Room has been left on each page for you to record the person's responses during the interview. These written notes should be typed after the interview for future reference.

Person being interviewed_____

Person conducting interview_____

Site code number_____ Date this form completed_____

1. Which guides are you most familiar with? Why these?

Probe for:

a. Titles of guides actually used in planning and conducting classroom instruction.

b. Titles of guides which person read or is otherwise familiar with.

c. Reasons why other guides were not used or read.

2. On the whole, were the materials clear and easy to read?

Probe for:

a. Clarify of objectives

b. Clarity of content

c. How sequence and illustrations affect clarity

d. Differences among guides with respect to clarity

e. Which portions were the clearest.

3. Was the content adequate and accurate? (Note to interviewer: "Content" here means the facts, procedures, methods, research, etc. presented, as contrasted with the style and organization dealt with in the previous question.)

Probe for:

a. Completeness of content

b. Relevance of content for intended outcomes

c. Content that is present but not needed.

4. Consider for a moment only those guides you actually used (or tried to use) in planning or conducting instruction. How did you use them?

Probe for:

a. Outcomes being tried for

b. Actual experiences and examples

c. Differences in using guides with varying classes, students, or courses

d. How instructional practices changed.

5. What problems did you encounter in using the guides? What problems do you think others might encounter?

Probe for:

a. Specific tasks which need clarification; adequacy of guidance throughout guides.

b. Difficulties in integrating test and other procedures outlined in the guides with other school curriculum and testing programs?

c. Need for experience, education, or in-service training for effective use of materials.

d. Influence of pupil characteristics on effective use.

6. Did you find these materials to be practical to use? Do they work? Do you think others will also find them to be practical? And why?

Probe for:

a. Time, money, and other resources which were needed to use guides.

b. What resources were needed but not available.

7. Did you find any examples of bias against teachers or students due to sexism, racism, or other forms of bias in the materials?

8. Do you feel that these materials give teachers and administrators adequate guidance for planning and conducting basic skills instruction for special needs students, for example, handicapped, slow learners, etc. Can these materials potentially be used to incorporate instruction in adult education classes?

9. What do you think would be a reasonable sales price for the materials?

Probe for:

a. The price if school funds were being spent.

b. The price if the interviewee were spending personal funds.

10. Overall, in summary, what impact do you think these guides could have on vocational education? Do you think they are valuable?

Probe for:

a. Relation of materials to significant needs and demands of education personnel.

b. Perceptions of possible effects on teaching practice.

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

ORIENTATION DOCUMENT
Administrator Version

The Orientation Document consists of two parts.

Part 1 - Participant Information Scale concerns your work experience, educational and professional activities, and general background.

Part 2 - Attitude-Skills Scale asks for information about your skills and attitudes with respect to teaching basic skills to vocational education students.

Check or circle your response, or write in a brief answer, according to the instructions given for each question.

Please remember that your replies are confidential.

Your Code Number_____

Date this document completed_____

PART 1 - PARTICIPANT INFORMATION SCALE

For Questions 1 to 4, write in the number of years indicated.

1. How many years have you been employed by this school district? _____
2. How many years were you employed in other districts?. . . . . _____
3. In how many other districts have your worked? . . . . . _____
4. In how many other schools have you worked, in this district or in other districts?. . . . . _____

5. Have you ever held, or do you now hold, any of the following positions? If you have, how many years did you hold that position?

   Circle your answer to show if you ever held that position. Write in the number of years you held it to the right.

	Position	Have you held this position? Yes	No	Number of years in position
a.	Teacher	Y	N	_____
b.	Department Chairman	Y	N	_____
c.	Assistant Principal	Y	N	_____
d.	Principal	Y	N	_____
e.	Central District Office Administrator . .	Y	N	_____
f.	Other school district position.	Y	N	_____

If you answered YES to 'e' or 'f', give the position title(s) here:

_____

_____

Check, circle, or write in your answers as indicated for each question in this section.

6. What is the highest degree you have actually received? Check one.

_____a. Bachelor's degree

_____b. Associate degree in a technical subject

_____c. Master's degree

_____d. Ph.D. degree

_____e. Other - specify_____

7. In what year did you receive this degree?_____

8. What was the major subject area of this degree?_____

9. Are you currently working towards a higher degree than the one you now have? Check one. If yes, write in the subject area of your studies.

_____a. No

_____b. Yes. What is the subject area your degree will be in?

_____

10. Do you currently possess any licenses, either as a teacher, an administrator, or other professional position, or as a craftsman? Write in the name of these licenses below.

_____

11. List the names of the professional organizations of which you are currently a member.

_____

_____

_____

12. List the names of no more than three professional educational journals which you read on a regular basis.

_____

_____

_____

13. Have you ever had any training or experience working with the kinds of students listed below in occupational or vocational education? If you have, circle T or E or both, as appropriate.

Training can include any formal instruction such as college courses, in-service workshops, or other instruction. Experience includes work with students as either a teacher or an administrator.

Student groups	Training	Experience
a. Gifted students.	T	E
b. Students with learning disabilities. . . .	T	E
c. Slow learners.	T	E
d. Physically handicapped students.	T	E
e. Disadvantaged students	T	E
f. Students with low reading ability.	T	E
g. Students with low mathemathics ability . .	T	E
h. Students with low ability in language areas such as writing, speaking or listening.	T	E
i. Students with other kinds of learning difficulties	T	E

14. Have you ever worked with teachers of academic basic skills (such as English and mathematics) to improve the reading or mathematic skills of your vocational students? Check one.

_____a. No.

_____b. Yes. Describe briefly_____

_____

15. Have you ever worked with other vocational teachers to help improve your students' skills in reading and mathematics? Check one.

_____a. No.

_____b. Yes. Describe briefly_____

_____

PART 2 - ATTITUDE-SKILLS SCALE

1. In your administrative work, are you primarily concerned with one area of vocational education (such as a department chairman of distributive education) or are you concerned with all areas of vocational education (such as a principal or central office administrator)? Check one answer below and follow the indicated instructions.

   _____ a. Primarily concerned with one subject area in vocational education....Go to Question 2.

   _____ b. Concerned with several areas...Continue with Question 6. Skip Questions 2, 3, 4, and 5.

2. Which of the following <u>general</u> areas of vocational education are you <u>most</u> concerned with? Check one.

   _____ a. Agriculture and agri-business

   _____ b. Business and office education

   _____ c. Distributive education

   _____ d. Health education

   _____ e. Occupational home economics

   _____ f. Technical education

   _____ g. Trades and industry

   _____ h. Other - specify

3. What specific programs in vocational education are you concerned with in your administrative duties? Write the names of the courses with the largest enrollments on the lines below

   a. _____

   b. _____

   c. _____

4. What specific kinds of jobs could a student get who had taken these programs? Write one or more examples of job titles on the lines below.

   a. _____

   b. _____

   c. _____

5. In general, what minimum level of basic skills would a graduate need for success in an entry-level position in the kind of jobs such as those you listed in Question 4? Circle one response for each of the five basic skills listed below.

Academic basic skills	Minimum level needed: Very high level		Average level		Very low
a. Reading	5	4	3	2	1
b. Mathematics	5	4	3	2	1
c. Writing, English composition	5	4	3	2	1
d. Listening	5	4	3	2	1
e. Speaking	5	4	3	2	1

6. How much training and experience have you had in teaching basic skills, such as reading, mathematics, and so on, including supervising, motivating, and supporting vocational teachers in teaching basic skills in their classes.

Listed below are several tasks that might be associated with efforts to include basic skills teaching in vocational education classes. Circle two responses for each task, one for your training and one for your experience.

Training in these tasks, or providing administrative support for these tasks, can include college courses, in-service workshops, or other formal training you have had.

Experience means what you have done, either as teacher or administrator, to try to apply these tasks.

Tasks	Training: A lot	Some	Not much	Experience: A lot	Some	Not much
a. Deciding what level of basic skills students need in order to learn in their classes.	3	2	1	3	2	1
b. Deciding what level of basic skills students need to succeed in an entry-level job in a particular area.	3	2	1	3	2	1

	Tasks	Training			Experience		
		A lot	Some	Not much	A lot	Some	Not much
c.	Finding and using ready-made standardized tests of students' basic skills.	3	2	1	3	2	1
d.	Designing and using teacher-made tests of students' basic skills.	3	2	1	3	2	1
e.	Interpreting the results of ready-made standardized tests to assess student needs in basic skills.	3	2	1	3	2	1
f.	Interpreting the results of teacher-made tests to assess students' needs in basic skills.	3	2	1	3	2	1
g.	Finding and using materials and methods to help vocational students improve their basic skills.	3	2	1	3	2	1
h.	Planning prescriptive teaching that will help students learn the basic skills they will need on-the-job.	3	2	1	3	2	1
i.	Determining how readable the textbooks and other class materials are in vocational program.	3	2	1	3	2	1
j.	Finding out what levels of basic skills are needed for jobs in various areas.	3	2	1	3	2	1
k.	Teaching basic skills as an integral part of vocational education program.	3	2	1	3	2	1
l.	Motivating student in learning basic skills through vocational education.	3	2	1	3	2	1

7. How well do you feel you can motivate and support teachers to teach basic skills in their vocational education classes? How well would you like to be able to motivate and support such instruction?

The list of tasks from Question 6 is repeated below. Circle two responses for each task, one to show how well you feel you can motivate or assist teachers in doing such a task, and one to show how well you would like to be able to assist them in doing the task.

Tasks	Can motivate and assist: Very well	To some degree	Not at all	Would like to assist: Very well	To some degree	Not at all
a. Deciding what level of basic skills students need in order to learn in their classes.	3	2	1	3	2	1
b. Deciding what level of basic skills students need to succeed in an entry-level job in a particular area.	3	2	1	3	2	1
c. Finding and using ready-made standardized tests of students' basic skills.	3	2	1	3	2	1
d. Designing and using teacher-made tests of students' basic skills.	3	2	1	3	2	1
e. Interpreting the results of ready-made standardized tests to assess student needs in basic skills.	3	2	1	3	2	1
f. Interpreting the results of teacher-made tests to assess students' needs in basic skills.	3	2	1	3	2	1
g. Finding and using materials and methods to help vocational students improve their basic skills.	3	2	1	3	2	1

	Tasks	Can motivate and assist: Very well	To some degree	Not at all	Would like to assist: Very well	To some degree	Not at all
h.	Planning prescriptive teaching that will help students learn the basic skills they will need on-the-job.	3	2	1	3	2	1
i.	Determining how readable the textbook and other class materials are in vocational programs.	3	2	1	3	2	1
j.	Finding out what levels of basic skills are needed for jobs in various areas.	3	2	1	3	2	1
k.	Teaching basic skills as an integral part of vocational education programs.	3	2	1	3	2	1
l.	Motivating student interest in learning basic skills through vocational education.	3	2	1	3	2	1

8. In any group of vocational education teachers and administrators, you are likely to find many opinions about teaching basic skills in vocational education programs.

The statements listed below express both positive and negative opinions. All are based on actual statements made by vocational educators.

Circle one response for each statement to show how much you agree or disagree with it. Remember that your responses are confidential.

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
a.	Combining vocational education with basic skills could help motivate students to learn basic skills	SA	A	D	SD
b.	Vocational education teachers can't be expected to correct in 2 years what students have not been taught previously by other teachers.	SA	A	D	SD
c.	Vocational education teachers have a responsibility to make sure their graduating students have the reading, mathematics, and language skills they need to get an entry-level job in their area of study.	SA	A	D	SD
d.	Trying to teach basic skills in vocational programs will take too much time away from teaching job-related content.	SA	A	D	SD
e.	Most vocational teachers already do teach the basic skills that their students need to learn class lessons.	SA	A	D	SD
f.	Vocational education teachers should not have to become remedial reading or remedial mathematics teachers.	SA	A	D	SD
g.	Vocational educators should work with basic skills teachers but vocational educators should not teach basic skills themselves.	SA	A	D	SD
h.	Most vocational educators would welcome the chance to get some help in teaching reading, mathematics, or language skills to their students who need it.	SA	A	D	SD
i.	Most vocational education teachers simply are not prepared for teaching basic skills as part of their classes.	SA	A	D	SD
j.	Combining basic skills instruction with vocational programs will give students confidence in their abilities.	SA	A	D	SD
k.	Teaching basic skills along with job content puts an unreasonable burden on the vocational teacher.	SA	A	D	SD
l.	Teaching vocational students basic skills will help to make them more employable.	SA	A	D	SD
m.	Vocational teachers should teach only those basic skills directly related to their technical areas.	SA	A	D	SD
n.	Vocational education teachers usually know which students need help in basic skills without using tests in mathematics or English.	SA	A	D	SD
o.	There are almost no resources available to help the vocational teacher combine basic skills instruction with regular course work.	SA	A	D	SD

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

GUIDELINES FOR COMMENTS

Administrator Version

This is the field test of the Resource and Teacher Guides produced by the Basic Skills Through Vocational Education Project. The people who developed these guides are seeking information which will help them revise and improve the guides.

An important source of such information is your written comments on the pages of these materials. Even if you do not use them in planning instruction, we ask that you read through the guides completely and write comments. As a representative of the kind of administrator who could use the guides, your comments are especially important. Consider not only your own views, but also how you think teachers would react to the materials.

When you come to a place that needs improvement, please circle or mark it boldly, and make some comment about it. Keep in mind that you can make several kinds of comments. You could simply state that a particular thing is good or bad. Or you could go further and write a short explanation about the course of a problem in the writing. Or you could go further still, and make suggestions for improving or changing the material.

To whatever extent you find it possible, please try to include suggestions for improving the content. Remember, however, that all responses are appreciated.

In addition, we ask that you BE BRUTAL. We believe that criticism will breed a better product.

At the end of the field test, the guides with your written comments will be collected. You will receive new clean copies in their place.

On the next page are some suggestions for comments. Don't feel limited by these. You may write any comments you want.

Suggestions for Comments

CONTENT

Is the content accurate?

Is the content up-to-date?

Is the content appropriate for the needs of teachers and administrators?

Does the content include all relevant information and exclude all irrelevant information?

Is all relevant information adequately covered?

CLARITY

Are the objectives of the guides clear?

Is the writing clear and understandable to you?

Does the sequence of the topics help make things clear for you?

Do the examples and illustrations contribute to the clarity of the guides?

ORGANIZATION

Does the organization of the guides help you to understand them and to use them?

Is there another way of organizing the booklets or topics that would make them easier to understand or to use?

APPEARANCE

Are the guides attractive to read and to use?

Are there any typing or grammatical errors?

Does the type style and page layout make the guides easy to read?

PRACTICALITY

What tasks suggested in the guides are not practical for teaching or administration in your school? In your District?

What tasks are not practical due to time, money, or other reasons?

VALUE

What parts are most valuable to you in planning or administering instruction?

Which parts are not valuable or useful?

FAIRNESS

Is there any bias or discrimination in the guides related to sex, race, socio-economic status, handicap, or other characteristics?

SPECIAL NEEDS

Do the guides give adequate guidance on planning or administering basic skills instruction for groups with special needs such as the handicapped or slow learners?

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

TERMINATION DOCUMENT

Administrator Version

The Termination Document consists of two parts.

Part 1 - Attitude-Skills Scale asks for information about your skills and attitudes with respect to teaching basic skills to vocational education students.

Part 2 - Product Evaluation Scale asks for your ratings of the Introductory Guide, the Teacher Guides and the Resource Guides.

Make your responses according to the instructions given for each section.

Please remember that your replies are confidential.

Your Code Number _____

Date this document completed _____

Part 1 - Attitude-Skills Scale

1. When you began this field test, you were asked how well you felt you could motivate and support teachers to teach basic skills in their vocational education classes. At that time you rated your own abilities to motivate or assist teachers in doing several tasks associated with teaching basic skills in vocational education programs.

   How well do you feel you can do these same tasks now, after working with teachers to use the guidebooks? The tasks are listed below. Circle two responses for each task, one to show how well you feel you <u>can motivate and assist teachers now</u>, and the other to show if you tried to use the guidebooks yourself or in working with teachers to do such a task during the field test.

Tasks	Can motivate and assist: Very well	To some degree	Not at all	Tried to do this during the field test: YES	NO
a. Deciding what level of basic skills students need in order to <u>learn in their classes</u>.	3	2	1	Y	N
b. Deciding what level of basic skills students need to <u>succeed in an entry-level job</u> in a particular area.	3	2	1	Y	N
c. Finding and using ready-made standardized tests of students' basic skills.	3	2	1	Y	N
d. Designing and using teacher-made tests of students' basic skills.	3	2	1	Y	N
e. Interpreting the results of ready-made standardized tests to assess student needs in basic skills.	3	2	1	Y	N
f. Interpreting the results of teacher-made tests to assess students' needs in basic skills.	3	2	1	Y	N
g. Finding and using materials and methods to help vocational students improve their basic skills.	3	2	1	Y	N

Tasks	Can motivate and assist: Very well	To some degree	Not at all	Tried to do this during the field test: YES	NO
h. Planning prescriptive teaching that will help students learn the basic skills they will need on-the-job.	3	2	1	Y	N
i. Determining how readable the textbook and other class materials are in vocational programs.	3	2	1	Y	N
j. Finding out what levels of basic skills are needed for jobs in various areas.	3	2	1	Y	N
k. Teaching basic skills as an integral part of vocational education programs.	3	2	1	Y	N
l. Motivating student interest in learning basic skills through vocational education.	3	2	1	Y	N

2. When the field test began, you were also asked to agree or disagree with a number of opinions about teaching basic skills in vocational education programs.

How do you feel about these opinions now, after using the guidebooks yourself and working with teachers to use them in their classes?

The same positive and negative opinions you saw at the beginning of the field test are listed below. Circle one response for each statement to show how much you agree or disagree with it. Remember that your responses are confidential.

Statements	Strongly agree	Agree	Disagree	Strongly disagree
a. Combining vocational education with basic skills could help motivate students to learn basic skills	SA	A	D	SD
b. Vocational education teachers can't be expected to correct in 2 years what students have not been taught previously by other teachers.	SA	A	D	SD
c. Vocational education teachers have a responsibility to make sure their graduating students have the reading, mathematics, and language skills they need to get an entry-level job in their area of study.	SA	A	D	SD
d. Trying to teach basic skills in vocational programs will take too much time away from teaching job-related content.	SA	A	D	SD
e. Most vocational teachers already do teach the basic skills that their students need to learn class lessons.	SA	A	D	SD
f. Vocational education teachers should not have to become remedial reading or remedial mathematics teachers.	SA	A	D	SD
g. Vocational educators should work with basic skills teachers but vocational educators should not teach basic skills themselves.	SA	A	D	SD
h. Most vocational educators would welcome the chance to get some help in teaching reading, mathematics, or language skills to their students who need it.	SA	A	D	SD
i. Most vocational education teachers simply are not prepared for teaching basic skills as part of their classes.	SA	A	D	SD
j. Combining basic skills instruction with vocational programs will give students confidence in their abilities.	SA	A	D	SD
k. Teaching basic skills along with job content puts an unreasonable burden on the vocational teacher.	SA	A	D	SD
l. Teaching vocational students basic skills will help to make them more employable.	SA	A	D	SD
m. Vocational teachers should teach only those basic skills directly related to their technical areas.	SA	A	D	SD
n. Vocational education teachers usually know which students need help in basic skills without using tests in mathematics or English.	SA	A	D	SD
o. There are almost no resources available to help the vocational teacher combine basic skills instruction with regular course work.	SA	A	D	SD

Part 2 - Product Evaluation Scale

Section A - Rating the Introductory Guide

Below are a number of statements about the Introductory Guide. Indicate whether you agree or disagree with each statement, or if you have no opinion. Circle one response for each statement at the right. (Consider only the Introductory Guide. You will rate the Teacher Guides and the Resource Guides in the next two sections.)

		Agree	Disagree	Don't know No opinion
1.	The Introductory Guide is essential for understanding and using the other guides..	A	D	?
2.	All the information in the guide was correct.....	A	D	?
3.	The guide included all relevant information that it should have.....	A	D	?
4.	The guide was direct and to-the-point.....	A	D	?
5.	The guide was easy to read.....	A	D	?
6.	The guide had no hard-to-understand jargon.....	A	D	?
7.	The guide gave practical advice.....	A	D	?
8.	The guide addressed current issues in helping students with basic skills.....	A	D	?
9.	The guide helped in building a team to plan instructional activities.....	A	D	?
10.	The graphics and diagrams in the guide helped me to understand the guide.....	A	D	?
11.	The examples given in the guide were realistic and helped me to understand the content.....	A	D	?
12.	The guide gives adequate guidance to administrators in managing the people, time, and resources for basic skills instruction.....	A	D	?
13.	The guide should help to motivate teachers and administrators to teach basic skills in vocational education classes.....	A	D	?

	Agree	Disagree	Don't know No opinion
14. The guide has an attractive format.....	A	D	?
15. The guide was clearly written.....	A	D	?

How much did the Introductory Guide help you do each of the following? Circle your response at the right.

	A lot	Some-what	Not much
16. Recognize the importance of teaching basic skills through vocational education programs?.....	3	2	1
17. Understand what vocational teachers can do to teach basic skills in their programs?.....	3	2	1
18. Understand how to use the Teacher Guides?....	3	2	1
19. Understand how to use the Resource Guides?...	3	2	1
20. Realize the advantages and limitations of the Teacher and Resource Guides?.....	3	2	1
21. Understand how the other guides are organized?	3	2	1
22. Be convinced that teachers could teach basic skills in vocational programs?.....	3	2	1
23. Help teachers plan basic skills instruction for a particular vocational speciality?.....	3	2	1
24. Understand the content of the Resource and Teacher Guides?.....	3	2	1

How useful were each of the following chapters in the Introductory Guide? Circle your response at the right.

	Very useful	Somewhat useful	Not useful
25. Section I. Why Basic Skill Development Through Vocational Education?.....	3	2	1
26. Section II. Giving Teachers and Students Power.....	3	2	1
27. Section III. Using the Guides.....	3	2	1

28. If you had the job of revising the Introductory Guide so as to make it more useful to administrators, what would you do?

_____

_____

Section B - Rating the Teacher Guides

Listed below are the titles of the four Teacher Guides. Which ones did you read or use or both? Circle your answer at the right.

	Read and used it	Read it but didn't use it	Neither read nor used it
1. Developing Reading Skills Through Vocational Education....	3	2	1
2. Developing Mathematics Skills Through Vocational Education....	3	2	1
3. Developing Writing Skills Through Vocational Education....	3	2	1
4. Developing Listening and Speaking Through Vocational Education....	3	2	1

Listed below are a number of statements about the Teacher Guides. An abbreviated title for each guide is at the right. Under the title of each guide which you read or used, write in whether you agree or disagree with that statement for that particular guide. Use these symbols:

A = I agree with this statement
D = I disagree with this statement
? = Don't know or no opinion

Remember, write in one of the three symbols for each statement but rate only the guides you actually read or used in planning basic skills instruction in your classes.

	Reading	Mathematics	Writing	Listening & Speaking
5. This guide helped me understand the content of this basic skill.....	____	____	____	____
6. This guide helped me to understand how this basic skill is related to vocational areas.....	____	____	____	____
7. This guide gave teachers good advice on lesson planning for teaching basic skills in their classes.....	____	____	____	____
8. This guide gave good advice on adapting lesson plans to include basic skills instruction.....	____	____	____	____
9. This guide showed me how to cope with factors that affect the development of basic skills in students...	____	____	____	____

	Reading	Mathematics	Writing	Listening & Speaking
10. This guide gave good advice on selecting the basic skills related to vocational specialities.....	____	____	____	____
11. This guide helped teachers specify objectives for basic skills lessons.....	____	____	____	____
12. This guide helped teachers select or develop instructional strategies for teaching basic skills.....	____	____	____	____
13. This guide helped me locate or create tests and instructional materials in its particular basic skill.....	____	____	____	____
14. The content of this guide was accurate.....	____	____	____	____
15. The content of this guide was clear to me.....	____	____	____	____
16. All necessary content was included in this guide.....	____	____	____	____
17. The guide was easy to read.....	____	____	____	____
18. The guide generally gave practical advice for instructional planning for teaching basic skills.....	____	____	____	____
19. This guide meets the objectives that it stated.....	____	____	____	____
20. This guide's objectives were clear..	____	____	____	____
21. The illustrations in this guide help make the content clear.....	____	____	____	____
22. This guide can be used for planning basic skills instruction				
a. in most schools.....	____	____	____	____
b. at different grade levels.....	____	____	____	____
c. in different vocational areas..	____	____	____	____
d. by teachers with different training and experience.....	____	____	____	____

	Reading	Mathematics	Writing	Listening & Speaking
23. This guide requires in-service training for teachers and administrators to use it successfully.....	____	____	____	____
24. This guide is directly related to needs and demands of teachers and administrators.....	____	____	____	____
25. This guide is very valuable for teachers and administrators.....	____	____	____	____
26. This guide shows no evidence of bias with regard to sex, race, or socioeconomic status of students....	____	____	____	____
27. This guide should be equally usable by teachers and administrators of differing education and background..	____	____	____	____
28. This guide gives adequate guidance for planning basic skills instruction for				
handicapped students.....	____	____	____	____
gifted students.....	____	____	____	____
other students with special needs.	____	____	____	____
29. This guide is potentially useful for planning basic skills instruction for adult education classes.....	____	____	____	____
30. It was easy to integrate the procedures suggested in this guide with other school curriculum and testing programs.....	____	____	____	____

31. About how many hours per week did you use each of these in making instructional plans? How many hours of classroom instruction did this affect? Write in your best estimate of average hours at the right.

	Hours used in planning instruction	Classroom hours affected
a. Developing Reading Skills.....	_____	_____
b. Developing Mathematics Skills....	_____	_____
c. Developing Writing Skills.....	_____	_____
d. Developing Listening and Speaking Skills.....	_____	_____

32. If you had the job of revising these guides so as to make them more useful to administrators, what would you do? Make separate suggestions for each guide.

a. Developing Reading Skills Through Vocational Education.

b. Developing Mathematics Skills Through Vocational Education.

c. Developing Writing Skills Through Vocational Education.

d. Developing Listening and Speaking Skills Through Vocational Education.

Section C - Rating the Resource Guides

Listed below are the titles of the 12 Resource Guides. Which ones did you read or use or both? Circle your answer at the right.

		Read and used it	Read it but didn't use it	Neither read nor used it
I.	Basic Skill Domains and Vocational Education Areas: Creating Skill/D.O.T. Job Title Matrixes.....	3	2	1
II.	Instructional Materials for Teaching Particular Skills.....	3	2	1
III.	Teaching Particular Skills for Particular Jobs.....	3	2	1
IV.	Testing and Basic Skill Development Through Vocational Education: References.....			
V.	Determining the Reading Level of Vocational Education Texts.....	3	2	1
VI.	Teacher-Made Tests and Other Informal Diagnostic Procedures Used in Vocational Education.....	3	2	1
VII.	Basic Skill Development Procedures for Special Needs Students in Vocational Education Settings	3	2	1
VIII.	Technical Vocabularies.....	3	2	1
IX.	Minimum Graduation Requirements: A Comparative Summary.....	3	2	1
X.	Building Support for Testing and Teaching Basic Skills within Vocational Education Contexts.....	3	2	1
XI.	Resources for Remediation of Basic Skills within Vocational Education Centers.....	3	2	1
XII.	Resources for the Reinforcement of Basic Skills and the Accommodation of Students with Basic Skill Deficits in Vocational Education Settings.....	3	2	1

COMPLETE ONE COPY OF THIS PAGE FOR EACH RESOURCE GUIDE YOU READ OR USED.

Circle the number of the Resource Guide you are rating in the questions below. Refer to the list in the beginning of this section for the titles that correspond to the numberals below.

I II III IV V VI VII VIII IX X XI XII

For the one guide you have circled above, answer the following questions by circling your response at the right.

	Agree	Dis-agree	Don't know No opinion
a. The purpose and objectives of this guide were clear to me.....	A	D	?
b. The content of the guide was easy to read and understand.....	A	D	?
c. The content of the guide was easy to read and understand.....	A	D	?
d. This guide can be useful in helping teachers and administrators to plan basic skills instruction in vocational programs.....	A	D	?
e. The content of this guide was accurate and complete.....	A	D	?
f. I feel I gained new knowledge from this guide..	A	D	?
g. The information or procedures described in this guide could be integrated with current school practices in my school or district.....	A	D	?
h. I feel that I would need in-service training to make effective use of this guide.....	A	D	?

i. Describe briefly exactly how you used this guide in planning or conducting basic skills instruction in your classes. If you are an administrator, explain how it helped you plan and lead such instruction.

_____

_____

_____

j. If you had the job of revising this guide, so as to make it more useful to administrators, what would you do? Write your suggestions on the lines below.

_____

_____

_____

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

ADMINISTRATOR INTERVIEW.

This interview is to be conducted by the Field Test Coordinator at a time and place convenient to the person being interviewed.

At the top of each page is a major question. Repeat this question aloud to the person being interviewed. Beneath each question are several probes, intended to show the direction and content of this line of questioning. Use these as the basis for further questions to get the interviewee to expand on his/her answer and to give more detail. In all the questions, seek specific details and examples.

Room has been left on each page for you to record the person's responses during the interview. These written notes should be typed after the interview for future reference.

Person being interviewed_____

Person conducting interview_____

Site code number_____ Date this form completed _____

1. Which guides are you most familiar with? Why these?

Probe for:

a. Titles of guides actually used in planning and conducting classroom instruction.

b. Titles of guides which person read or is otherwise familiar with.

c. Reasons why other guides were not used or read.

2. On the whole, were the materials clear and easy to read?

Probe for:

a. Clarity of objectives.

b. Clarity of content.

c. How sequence and illustrations affect clarity.

d. Differences among guides with respect to clarity.

e. Which portions were the clearest.

3. Was the content adequate and accurate? (Note to interviewer: "Content" Here means the facts, procedures, methods, research, etc. presented, as contrasted with the style and organization dealt with in the previous question.)

Probe for:

a. Completeness of content.

b. Relevance of content for intended outcomes.

c. Content that is present but not needed.

d. Need for administrator-oriented content.

4. Consider for a moment only those guides you saw teachers use (or try to use) in planning or conducting instruction. How did they use them?

Probe for:

a. Outcomes being tried for.

b. Actual experiences and examples.

c. Differences in using guides with varying classes, students, or courses.

d. How instructional or administrative practices changed.

5. What problems did you encounter in using the guides? What problems do you think others might encounter?

Probe for:

a. Specific tasks which need clarification; adequacy of administrative guidance throughout guides.

b. Difficulties in integrating test and other procedures outlined in the guides with other school curriculum and testing programs.

c. Need for experience, education, or in-service training for effective use of materials.

d. Influence of pupil characteristics on effective use.

6. Did you find these materials to be practical to use? Do they work? Do you think others will also find them to be practical? And why?

Probe for:

a. Time, money, and other resources which were needed to use guides.

b. What resources were needed but not available.

7. Did you find any examples of bias against teachers or students due to sexism, racism, or other forms of bias in the materials?

8. Do you feel that these materials give teachers and administrators adequate guidance for planning and conducting basic skills instruction for special needs students, for example, handicapped, slow learners, etc. Can these materials potentially be used to incorporate instruction in adult education classes?

9. What do you think would be a reasonable sales price for the materials?

Probe for:

a. The price if school funds were being spent.

b. The price if the interviewee were spending personal funds.

10. Overall, in summary, what impact do you think these guides could have on vocational education? Do you think they are valuable?

Probe for:

a. Relation of materials to significant needs and demands of education personnel.

b. Perceptions of possible effects on teaching practice.

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

GUIDELINES FOR COMMENTS

Reviewer Version

In this field test of the Resource and Teacher Guides, the product developers are seeking information which will help them revise and improve the guides.

An important source of such information is your written comments on the pages of the materials. The reactions of reviewers, such as yourself, with expertise in basic skills, vocational education, or product development are essential to the development process. Consider not only your own views, however, but also how you think teachers and administrators would react to the materials.

When you come to a place in the guides that needs improvement, please circle or mark it boldly, and make some comment about it. You can make several kinds of comments. You could simply state that a particular thing is good or bad. Or you could go further and write a short explanation about the cause of a problem in the text. Or you could go further still, and make suggestions for improvement.

To whatever extent you can, please try to include suggestions for improving the content. Remember, however, that all responses are appreciated.

In addition, we ask that you BE BRUTAL. We believe that criticism will breed a better product.

When you have finished making your written comments, return the guides according to the instructions you have been given. If you wish, you may have a clean copy to replace it.

On the next page are some suggestions for comments. Don't feel limited by these. You may write any comments you want.

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Suggestions for Comments

CONTENT

Is the content accurate?

Is the content up-to-date?

Is the content appropriate for the needs of teachers and administrators?

Does the content include all relevant information and exclude all irrelevant information?

Is all relevant information adequately covered?

CLARITY

Are the objectives of the guides clear?

Is the writing clear and understandable to you?

Does the sequence of topics help make things clear?

Do the examples and illustrations contribute to the clarity of the guides?

ORGANIZATION

Does the organization of the guides help you to understand them?

Would the organization be helpful to teachers and administrators?

Is there another way of organizing the booklets or topics that would make them easier to understand or to use?

APPEARANCE

Are the guides attractive to read and to use?

Are there any typing or grammatical errors?

Do the type style and page layout make the guides easy to read?

PRACTICALITY

What tasks suggested in the guides are not practical for teaching and administration in most schools? In most districts? In most states?

VALUE

What parts would be most valuable to teachers or administrators in planning or administering instruction?

Which parts are not valuable or useful?

FAIRNESS

Is there any bias or discrimination in the guides with respect to sex, race, socio-economic status, handicap, or other characteristics?

SPECIAL NEEDS

Do the guides give adequate guidance on planning or administering basic skills instruction for groups with special needs such as the handicapped or slow learners?

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

PRODUCT EVALUATION SCALE

Reviewer Version

The Product Evaluation Scale asks for your ratings of the Introductory Guide, the Teacher Guides, and the Resource Guides.

There is one section for each type of guide. Make your responses according to the instructions given for each section.

Your name _____

Date this document completed _____

Section A - Rating the Introductory Guide

Below are a number of statements about the Introductory Guide. Indicate whether you agree or disagree with each statement, or if you have no opinion. Circle one response for each statement at the right. (Consider only the Introductory Guide. You will rate the Teacher Guides and the Resource Guides in the next two sections.)

	Agree	Disagree	No opinion
1. The Introductory Guide is essential for understanding and using the other guides....	A	D	?
2. All the information in the guide was correct.....	A	D	?
3. The guide included all relevant information that it should have.....	A	D	?
4. The guide was direct and to-the-point.....	A	D	?
5. The guide was easy to read.....	A	D	?
6. The guide had no hard-to-understand jargon..	A	D	?
7. The guide gave practical advice.....	A	D	?
8. The guide addressed current issues in helping students with basic skills.....	A	D	?
9. The guide will help teachers and administrators to build a team to plan instructional activities.....	A	D	?
10. The graphics and diagrams in the guide helped me to understand the guide.....	A	D	?
11. The examples given in the guide were realistic and helped me to understand the content.....	A	D	?
12. The guide gives adequate guidance to administrators in managing the people, time, and resources for basic skills instruction..	A	D	?
13. The guide should help to motivate teachers and administrators to teach basic skills in vocational education classes.....	A	D	?
14. The guide has an attractive format.....	A	D	?
15. The guide was clearly written.....	A	D	?

How much will the Introductory Guide help teachers and administrators do each of the following? Circle your response at the right.

How much will Introductory Guide help users...

		A lot	Some-what	Not Much
16.	Recognize the importance of teaching basic skills through vocational education courses?.....	3	2	1
17.	Understand what vocational teachers can do to teach basic skills in their courses?.....	3	2	1
18.	Understand how to use the Teacher Guides?.....	3	2	1
19.	Understand how to use the Resource Guides?.....	3	2	1
20.	Realize the advantages and limitations of the Teacher and Resource Guides?.....	3	2	1
21.	Understand how the other guides are organized?.....	3	2	1
22.	Have confidence that they can teach basic skills in vocational courses?.....	3	2	1
23.	Plan basic skills instruction for their particular vocational speciality?.....	3	2	1
24.	Understand the content of the Resource and Teacher Guides?.....	3	2	1

How useful will each of the following chapters in the Introductory Guide be to teachers and administrators? Circle your response at the right.

		Very useful	Somewhat useful	Not useful
25.	Section I. Why Basic Skill Development Through Vocational Education?.....	3	2	1
26.	Section II. Giving Teachers and Students Power..	3	2	1
27.	Section III. Using the Guides.....	3	2	1

28. If you had the job of revising the Introductory Guide so as to make it more useful, attractive, or easy to read, what would you do?

_____

_____

_____

Section B - Rating the Teacher Guides

Listed below are the titles of four Teacher Guides. Which ones did you review? Circle your answer at the right.

	Reviewed it	Did not Review it
1. Developing Reading Skills Through Vocational Education.....	2	1
2. Developing Mathematics Skills Through Vocational Education.....	2	1
3. Developing Writing Skills Through Vocational Education.....	2	1
4. Developing Listening and Speaking Through Vocational Education.....	2	1

Listed below are a number of statements about the Teacher Guides. An abbreviated title for each guide is at the right. Under the title of each guide which you reviewed, write in whether you agree or disagree with that statement for that particular guide. Use these symbols:

A = I agree with this statement
D = I disagree with this statement
? = Don't know or no opinion

Remember, write in one of the three symbols for each statement but rate only the guides you actually reviewed.

	Reading	Mathe-matics	Writing	Listening & Speaking
5. This guide will help teachers understand the content of this basic skill.....	___	___	___	___
6. This guide will help teachers to understand how this basic skill is related to their vocational specialty.....	___	___	___	___
7. This guide gives good advice on lesson planning for teaching basic skills in vocational classes.....	___	___	___	___
8. This guide gives good advice on adapting lesson plans to include basic skills instruction.....	___	___	___	___

	Reading	Mathematics	Writing	Listening & Speaking
9. This guide shows how to cope with factors that affect the development of basic skills in students.....	___	___	___	___
10. This guide gives good advice on selecting the basic skills related to vocational specialty.....	___	___	___	___
11. This guide will help teachers specify objectives for basic skills lessons.....	___	___	___	___
12. This guide will help teachers select or develop instructional strategies for teaching basic skills.....	___	___	___	___
13. This guide will help users locate or create tests and instructional materials in its particular basic skill.....	___	___	___	___
14. The content of this guide was accurate.....	___	___	___	___
15. The content of this guide was clear to me.....	___	___	___	___
16. All necessary content was included in this guide.....	___	___	___	___
17. The guide was easy to read.....	___	___	___	___
18. The guide generally gave practical advice for instructional planning for teaching basic skills.....	___	___	___	___
19. This guide meets the objectives that it stated.....	___	___	___	___
20. This guide's objectives were clear....	___	___	___	___
21. The illustrations in this guide help make the content clear.....	___	___	___	___
22. This guide can be used for planning basic skills instruction				
a. in most schools.....	___	___	___	___
b. at different grade levels.....	___	___	___	___
c. in different vocational areas.....	___	___	___	___
d. by teachers with different training and experience.....	___	___	___	___

	Reading	Mathematics	Writing	Listening & Speaking
23. This guide requires in-service training for teachers to use it successfully.....	____	____	____	____
24. This guide is directly related to needs and demands of teachers and administrators.....	____	____	____	____
25. This guide is very valuable for teachers and administrators.....	____	____	____	____
26. This guide shows no evidence of bias with regard to sex, race, or socio-economic status of students.....	____	____	____	____
27. This guide should be equally usable by teachers of differing education and background.....	____	____	____	____
28. This guide gives adequate guidance for planning basic skills instruction for				
handicapped students.....	____	____	____	____
gifted students.....	____	____	____	____
other students with special needs..	____	____	____	____
29. This guide is potentially useful for planning basic skills instruction for adult education classes.....	____	____	____	____
30. It will be easy to integrate the procedures suggested in this guide with other school curriculum and testing programs in most schools.....	____	____	____	____

31. If you had the job of revising these guides so as to make them more useful, attractive, or easy to read, what would you do? Make separate suggestions for each guide.

a. Developing Reading Skills Through Vocational Education.

b. Developing Mathematics Skills Through Vocational Education.

c. Developing Writing Skills Through Vocational Education.

d. Developing Listening and Speaking Skills Through Vocational Education.

Section C - Rating the Resource Guides

Listed below are the titles of the 12 Resource Guides. Which ones did you review? Circle your answer at the right.

		Reviewed it	Did not review it
I.	Basic Skill Domains and Vocational Education Areas: Creating Skill/ D.O.T. Job Title Matrixes.....	2	1
II.	Instructional Materials for Teaching Particular Skills.....	2	1
III.	Teaching Particular Skills for Particular Jobs.....	2	1
IV.	Testing and Basic Skill Development Through Vocational Education: References.....	2	1
V.	Determining the Reading Level of Vocational Education Texts.....	2	1
VI.	Teacher-Made Tests and Other Informal Diagnostic Procedures Used in Vocational Education.....	2	1
VII.	Basic Skill Development Procedures for Special Needs Students in Vocational Education Settings.....	2	1
VIII.	Technical Vocabularies.....	2	1
IX.	Minimum Graduation Requirements: A Comparative Summary.....	2	1
X.	Building Support for Testing and Teaching Basic Skills within Vocational Education Contexts.....	2	1
XI.	Resources for Remediation of Basic Skills within Vocational Education Centers.....	2	1
XII.	Resources for the Reinforcement of Basic Skills and the Accommodation of Students with Basic Skill Deficits in Vocational Education Settings.....	2	1

COMPLETE ONE COPY OF THIS PAGE FOR EACH RESOURCE GUIDE YOU REVIEWED.

Circle the number of the Resource Guide you are rating in the questions below. Refer to the list in the beginning of this section for the titles that correspond to the numerals below.

I II III IV V VI VII VIII IX X XI XII

For the one guide you have circled above, answer the following questions by circling your response at the right.

	Agree	Dis-agree	No opinion
a. The purposes and objectives of this guide were clear to me.....	A	D	?
b. The content of this guide was clear to me	A	D	?
c. The content of the guide was easy to read and understand.....	A	D	?
d. This guide can be useful in helping teachers to plan basic skills instruction in vocational programs	A	D	?
e. The content of this guide was accurate and complete.....	A	D	?
f. Most users will gain new knowledge from this guide.....	A	D	?
g. The information or procedures described in this guide could be integrated with current school practices in most schools or districts...	A	D	?
h. Teachers would need in-service training to make effective use of this guide.....	A	D	?

i. If you had the job of revising this guide, so as to make it more useful, attractive, or easy to read, what would you do? Write your suggestions on the lines below.

_____

_____

_____

_____

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

REVIEWER INTERVIEW

This interview is to be conducted by the Field Test Coordinator at a time and place convenient to the person being interviewed.

At the top of each page is a major question. Repeat this question aloud to the person being interviewed. Beneath each question are several probes, intended to show the direction and content of this line of questioning. Use these as the basis for further questions to get the interviewee to expand on his/her answer and to give more detail. In all the questions, seek specific details and examples.

Room has been left on each page for you to record the person's responses during the interview. These written notes should be typed after the interview for future reference.

Person being interviewed_____

Person conducting interview_____

Site code number_____ Date this form completed_____

1. Which guides did you review?

Probe for:

a. Titles of guides actually reviewed.

2. On the whole, were the materials clear and easy to read for you? Do you think they would be equally clear for most vocational education teachers?

Probe for:

a. Clarity of objectives

b. Clarity of content

c. How sequence and illustrations affect clarity

d. Differences among guides with respect to clarity

e. Which portions were the clearest.

3. Was the content adequate and accurate? (Note to interviewer: "Content" here means the facts, procedures, methods, research, etc. presented, as contrasted with the style and organization dealt with in the previous question.)

Probe for:

a. Completeness of content

b. Relevance of content for intended outcomes

c. Content that is present but not needed.

4. What difficulties do you think teachers might encounter in using these materials?

Probe for:

a. Specific tasks which need clarification; adequacy of guidance throughout guides.

b. Difficulites in integrating test and other procedures outlined in the guides with other school curriculum and testing programs?

c. Need for experience, education, or in-service training for effective use of materials.

d. Influence of pupil characteristics on effective use.

5. Do you think teachers and administrators will find these materials to be practical to use?

Probe for:

a. Time, money, and other resources which may be needed to use guides.

b. What resources may be needed but not available.

6. Did you find any examples of bias against teachers or students due to sexism, racism, or other forms of bias in the materials?

7. What differences might there by in using the materials among sites, districts, and states?

Probe for:

a. Possible effects of building, district, and state policies or laws on materials use.

b. Possible other effects of conditions on materials use and effects.

8. Do you feel that these materials give teachers and administrators adequate guidance for planning and conducting basic skills instruction for special needs students, for example, handicapped, slow learners, etc. Can these materials potentially be used to incorporate instruction in adult education classes?

9. What do you think would be a reasonable sales price for the materials?

Probe for:

a. The price if school funds were being spent.

b. The price if the interviewee were spending personal funds.

10. Overall, in summary, what impact do you think these guides could have on vocational education? Do you think teachers will find them to be valuable?

Probe for:

a. Relation of materials to significant needs and demands of education personnel.

b. Perceptions of possible effects on teaching practice.

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

SITE SELECTION LOG

This form is to be completed by Field Coordinators or other project staff. It is not to be shown to personnel at the field test site.

Site name and location _____

_____

Site code _____ Date this form completed _____

Person completing this form _____

Is this a participating site? Circle one. YES NO

* * * * *

Part 1 - Site selection contacts

This form is designed to report three kinds of information: (1) what the school district does, and is, as acted out by, and reported by, school district personnel, (2) what the Field Coordinator and CIOE staff do and perceive, and (3) the interaction that occurs between the school district staff and the project staff.

The primary focus of all information recorded is the school district as represented by the different staff members of the district. "School district" here can mean a regional vocational or occupational education center, as well.

Part 1 records the succession of contacts that the Field Coordinator or other project staff have with school district staff in the course of negotiating the district's participation in the field test.

A "contact" is considered to be any interaction, by phone or face-to-face, between a project staff member and school district personnel during which some problem or aspect of the initial commitment to participate in the project is worked on by both parties.

Phone calls in which information is simply supplied, transmitted, or sought will not constitute a contact although some record of it might be made and perhaps reported at the end of Part 1.

The meetings should be reported in order by the date of the meeting, the first meeting first, the last meeting last. Write or type in a brief one or two sentence account of the meeting, including who was there and the purpose or activities of the meeting. Then list the outcome of the meeting.

Part 1 - Site selection contacts (Continued)

Contact # 1 Date _____

Activities:

Outcomes:

Contact # 2 Date _____

Activities:

Outcomes:

Contact # 3 Date _____

Activities:

Outcomes:

Contact # 4 Date _____

Activities:

Outcomes:

Contact # 5 Date _____

Activities:

Outcomes:

If there were additional contacts, report them on another sheet of paper, following the same format as above.

Also, on another page, describe any other communications with district personnel or other events which may have influenced the selection process at this site, and which are not reported above. Especially report events that occurred between the contacts listed above, such as a meeting between administrators, personnel changes, and so on.

Part 2 - Staff participation

Part 2 describes the persons participating in the site selection process and the degree of their involvement.

First, list each person who participated in any site selection meeting by name, position or title, and that person's scope of responsibilities. At the right, rate each person with respect to:

1. The amount of influence which that person had on the district's decision to participate (INF)
2. The person's level of verbal participation in the contacts and meetings (VP)
3. The person's level of knowledge and expertise in vocational education or basic skills instruction (KE)

For each of these three dimensions, use the following rating scale:

5 = Very high
4 = High
3 = Moderate
2 = Low
1 = None

1. Name _____ INF _____
   Title or position _____ VP _____
   Scope of responsibilities _____ KE _____
2. Name _____ INF _____
   Title or position _____ VP _____
   Scope of responsibilities _____ KE _____
3. Name _____ INF _____
   Title or position _____ VP _____
   Scope of responsibilities _____ KE _____
4. Name _____ INF _____
   Title or position _____ VP _____
   Scope of responsibilities _____ KE _____
5. Name _____ INF _____
   Title or position _____ VP _____
   Scope of responsibilities _____ KE _____

(If more names are to be included, continue on the back of this page, using the same format.)

Part 3 - Materials characteristics

Listed below are some characteristics of the materials which may have influenced the site's decision to participate or not participate in the field test. Rate the degree of influence of each using the following scale:

4 = Decisive
3 = Very influential
2 = Moderately influential
1 = Minimally influential
0 = None or not relevant to this site

Then, indicate whether the characteristic had a positive (+) or negative (-) influence on the site's decision to use the materials in the field test.

Materials characteristics	Degree of influence	Direction + or -
1. Purpose of the materials.....	_____	_____
2. Scope of the materials or their applicability..	_____	_____
3. Complexity of the tasks to be performed.....	_____	_____
4. Skills required to use the materials.....	_____	_____
5. Financial cost to site of using the materials..	_____	_____
6. Staff cost (time) needed to use the materials..	_____	_____
7. Time span of materials' use.....	_____	_____
8. Organizing staff for using the materials.....	_____	_____
9. Sequencing or relation of these materials to other materials being used.....	_____	_____
10. Administrative and clerical costs of use.....	_____	_____
11. Provision of technical assistance from CIOE and from Field Coordinators.....	_____	_____
12. Association with CIOE or Cornell University....	_____	_____
13. The materials as an innovation.....	_____	_____
14. The materials as a device for extending role responsibilities of teachers.....	_____	_____
15. The materials as a method for teacher participation in curriculum decision-making....	_____	_____
16. The materials as a staff training device.....	_____	_____

Part 3 - Materials characteristics (Continued)

Materials characteristics	Degree of influence	Direction + or -
17. The materials as a method for raising student performance in basic skills.....	_____	_____
18. Packaging, attractiveness of materials.....	_____	_____
19. Other characteristics. Describe and rate each.		
a._____	_____	_____
b._____	_____	_____
c._____	_____	_____

Use the space below to expand or clarify any ratings you have made.

Part 4 - School district characteristics

Listed below are some school district characteristics which may have influenced both the site's decision to participate, and the project staff's decision to include the site, in the field test. Rate the degree of influence of each characteristic using the following scale:

4 = Decisive
3 = Very influential
2 = Moderately influential
1 = Minimally influential
0 = None or not relevant to this site

Also indicate if the characteristic had a positive(+) or a negative (-) influence on the decision of the site personnel or the project staff to use the materials at this site. Put the + or - in front of the number.

	District characteristics	Degree and direction of influence on Site decision	Project decision
1.	School district official educational goals and objectives.....	_____	_____
2.	School district priorities.....	_____	_____
3.	District's financial resources.....	_____	_____
4.	Number of teachers who could participate.....	_____	_____
5.	Staff expertise in basic skills.....	_____	_____
6.	Staff expertise in vocational education.....	_____	_____
7.	Staff work load.....	_____	_____
8.	District's interest in innovative programs.....	_____	_____
9.	Size of school district (number of students).....	_____	_____
10.	Size of vocational education program.....	_____	_____
11.	Areas covered in vocational education program....	_____	_____
12.	School district leadership - superintendent.....	_____	_____
13.	Site leadership - principal.....	_____	_____
14.	District administration's relations with district staff.....	_____	_____

Part 4 - School district characteristics (Continued)

District characteristics	Degree and direction of influence on Site decision	Project decision
15. School district relations with community.....	_____	_____
16. Vocational education teachers' relation with other teachers in same building or at home school...	_____	_____
17. Amount of consensus among district staff about use of materials.....	_____	_____
18. School district staff's understanding of materials and how to use them.....	_____	_____
19. School district staff's clarity with respect to their objectives for using the materials.....	_____	_____
20. Priorities of state level administrators.....	_____	_____
21. School district's ability to provide resources for using materials.....	_____	_____
22. Hidden objectives (specify)		
_____	_____	_____
_____	_____	_____
23. Personal factors (specify)		
_____	_____	_____
_____	_____	_____
24. Political factors (specify)		
_____	_____	_____
_____	_____	_____
25. Other factors (specify)		
_____	_____	_____
_____	_____	_____

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

SITE AND CLASSROOM DESCRIPTION PACKAGE

Site name _____

Site location _____

_____

County in which site is located _____

Site code_____ State _____

Person completing this form _____

Date this form completed _____

This form is to be completed by the Field Test Coordinator or other project staff during the materials usage stage of the field test. Some of the information may be gathered from administrators and teachers at the orientation session, however.

Complete one copy of Part 1 - Site Description Scale for the site. Complete one copy of Part 2 - Classroom Description Scale for each class which has a teacher participating in the field test. If one teacher has three classes during the day, then there will be three Classroom Description Scales to describe that teacher's classes.

Possible sources of data include local teachers and administrators, district research staff, census data, and the City and County Data Book.

Part 1 - Site Description Scale

This part of the package is intended to describe the area which "surrounds" the site, the context in which the site exists. Although the items on this scale are written with the assumption that this area is the county in which the site is located, it may be more appropriate to use the "city" as the context for those sites which are located in cities large enough to have separate figures readily available (e.g., in the City and County Data Book). Some items ask for separate information for the district and the site within which that district is located. For those items, the district figures should include the site figures within them. If a site draws students from more than one district, combine the figures for the sending districts.

1. Size

	District	Site
a. Average daily attendance, 1974-75 school year ...	_____	_____
b. Average daily attendance, 1979-80 school year ...	_____	_____
c. Percent change in attendance, 1975-80	_____	_____

2. Sending schools

Does this site have students who also attend several other schools (sometimes called "home schools")? Check one. _____ YES _____ NO

If yes, then show on a separate sheet of paper the names of all the sending schools. For each school, list the number of students at that school, and the number of students which the school sends to the vocational education site.

3. Persistence	District	Site
a. Percent of students who drop-out before graduating	_____ %	_____ %
b. Student turnover rate in the 1979-80 school year	_____ %	_____ %

4. Composition

Write in the number of students, not the percent, in each category.

Sex	District	Site
Males	_____	_____
Females.....	_____	_____
Race		
White.....	_____	_____
Black.....	_____	_____
Other (specify).....	_____	_____
Race and Sex		
White males.....	_____	_____
White females.....	_____	_____
Black males.....	_____	_____
Black females.....	_____	_____
Other males.....	_____	_____
Other females.....	_____	_____
Primary language		
English.....	_____	_____
Other than English.....	_____	_____

5. Percent non-white population	District	Site
a. Percent non-white student enrollment, 1974-75..	_____	_____
b. Percent non-white student enrollment, 1979-80..	_____	_____
c. Percent change, 1975-80	_____	_____

6. Student achievement

	District	Site
a. Percent students below average in reading..	_____ %	_____ %
b. Percent students below average in math.....	_____ %	_____ %
c. Percent students classes as "gifted".....	_____ %	_____ %

Specify below the sources of the data used in answering these questions. Specify the kind of test (e.g., national standardized achievement test, statewide assessment test, local testing program), the name of the test, the source of the data (e.g., central office, principal, etc.) and what the "average" is (i.e. national, state, or local average).

Sources, etc. _____

_____

_____

_____

7. Busing

a. Percent of student bused into this site..... _____

b. Median distance in miles that students are bused .... _____

NOTE: Items 8 - 12 concern school programs, organization, and staffing.

8. Time

a. Time school day begins at this site..... _____

b. Time school day ends at this site..... _____

c. Total possible hours in school day..... _____

d. Number of periods per day..... _____

e. Number of periods attended by typical student.. _____

f. Length of each period, in minutes..... _____

9. Staffing

Write in the number of teachers, not the percent, in each category. Give separate numbers for those participating and not participating in the field test.

Sex	District	Site	
		Part.	Not part.
Males.....	_____	_____	_____
Females.....	_____	_____	_____
Race			
White	_____	_____	_____
Black	_____	_____	_____
Other (specify)..	_____	_____	_____
Race and Sex			
White males.....	_____	_____	_____
White females....	_____	_____	_____
Black males.....	_____	_____	_____
Black females....	_____	_____	_____
Other males.....	_____	_____	_____
Other females....	_____	_____	_____

10. Programs of study

List below the areas or programs of study that students can specialize in at the site. After each one, indicate the enrollment in that program. Use another page if needed.

Programs	Enrollment
_____	_____
_____	_____
_____	_____
_____	_____

11. Staff development

About how many hours of in-service or other staff development do teachers at this site get each year? _____ hours per teacher.

12. Differentiation

Which of the following does this district have? Circle YES or NO.

a. A written policy defining the jurisdiction and responsibilities for each major department..... YES NO

b. Rules governing interdepartmental arrangements..... YES NO

c. Job descriptions for administrative positions..... YES NO

d. An organizational chart (attach copy if available). YES NO

13. District plan

What is the school district grade plan (e.g., K-4-8, K-4-4-4, etc.)?

_____.

14. Number of programs

What is the number of programs and positions formally organized in the district, i.e., all the programs and departments in the district's organization chart? _____.

15. FTE administrators

Whiat is the number of full-time equivalent administrators assigned to the programs reported in Item 14? _____.

16. Revenue sources

List below the revenue sources of the district, in percent.

a. Federal aid..... _____%

b. State aid..... _____%

c. Local sources..... _____%

NOTE: The remainder of the items concern information about the county in which the site is located. If you are reporting data for a city, rather than a county, check this box ..... _____

17. Population

a. Total population, 1975..... _____

b. Total population, 1980..... _____

c. Percent change, 1975-80.... _____

18. Population density

Population density, expressed as number of persons per square mile.

_____ persons per square mile.

19. Urban percentage

Percentage of population classified as urban by census bureau.

_____ %

20. Racial composition

List the population, in numbers of people, as indicated.

	1975	1980	% change
a. White.....	_____	_____	_____
b. Black.....	_____	_____	_____
c. Other (specify)	_____	_____	_____

21. Competing agencies

What is the number of public taxing agencies within the county in competition with the school district for tax dollars? _____.

22. Wealth

For this item, wealth is defined as the total assessed valuation divided by the average daily attendance.

a. Wealth of county, 1975.....$_____

b. Wealth of county, 1980.....$_____

c. Percent change, 1975-80..... _____ %

23. Tax rate

What is the general tax rate per $100 valuation? _____/$100

24. Non-education expenditures

a. Total educational expenditures.....$_____

b. Total direct expenditures for local government, 1980 $_____

c. Ratio of a to b (i.e., a divided by b)..... _____

25. Transiency

What is the percent of non-owner occupied housing in the county? _____%

26. Municipal expenditures

a. Per capita municipal expenditures, 1975 $_____

b. Per capita municipal expenditures, 1980 $_____

c. Percent change, 1975-80 _____%

27. Unemployment

What is the county unemployment in September, 1980? _____%.

28. Public assistance

What percent of the county population is receiving public assistance in September, 1980? _____%.

29. Working families

What percent of the households in the county have 2 working parents? _____%.

Part 2 - Classroom Description Scale

Complete this scale for each classroom participating in the field test. You may need to consult the teacher or site administrators for some of this data.

1. Basic class information

a. Program title _____

b. Program goals or content _____

_____

c. Total number of students enrolled in this class _____

d. Length of class, in minutes _____

e. Number of times per week class meets _____

2. Number of students

	White	Black	Other*	Total	*Specify groups below:
Male	_____	_____	_____	_____	_____
Female	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____

3. Home school

Do any students in this class go to a "home school" for instruction in the following subjects? Circle one answer to the right for each.

a. Reading..... YES NO

b. Mathematics..... YES NO

c. Writing..... YES NO

d. Listening and speaking.... YES NO

4. Student test achievement

	Reading	Mathematics	Writing	Listening & speaking
a. Class mean	_____	_____	_____	_____
b. National, state, or local mean	_____	_____	_____	_____
c. Number of students below this mean	_____	_____	_____	_____

d. Source of data. Describe the sources of data for the information above. This might include a nationally administered commercial test, a statewide assessment program, locally developed tests, or other sources. Specify the test name and other information about it where possible.

Reading _____

Mathematics _____

Writing _____

Listening and speaking _____

5. Special needs students

	Number of students
a. Gifted.....	_____
b. Learning problems.....	_____
c. Slow learners	_____
d. Visually handicapped...	_____
e. Hearing impaired.....	_____
f. Physical handicap.....	_____
g. Other needs - specify below	_____

_____

FIELD TEST ACTIVITIES REPORT FORMAT
Instructions for Field Test Coordinators
and Other Project Staff

The Field Test Activities Report Format is an outline to be used in writing memos which report activities conducted by sites in association with the Basic Skills project. Such memos document work activities conducted by site personnel in using the Teacher's Guide and the Resource Guide. Report memorandums should be based on the direct observation of, or participation in, such activities by project staff.

Field Test Activities Reports are intended to report meetings characterized by (1) involving several planning and implementation tasks, (2) involving one or more project staff members and all, or most, of the site personnel, and (3) being fairly lengthy (1-2 hours). This contrasts with the Technical Assistance Contact Report which generally reports contacts that can be characterized as (1) involving strictly technical assistance on specific problems, (2) involving a project staff member interacting with only one or a few site persons, and (3) being fairly brief.

The format is outlined starting on the next page. Notice that the report is written in the form of a memo and requires a heading as shown. The TO: line is to be written exactly as shown. The appropriate information is to be inserted in the other headings as indicated in brackets.

In the body of the memo, the paragraphs should be numbered and headed exactly as shown. Accompanying each heading in this illustration is a description of the intended content of that paragraph or sub-paragraph. If there is no information to be given under a certain heading, put the heading in anyway and some explanation such as "No information available" or "Not applicable." Never omit a heading. Of course, the amount of information is not fixed. Some reports will be very brief, others may be 8-10 pages long, depending on the nature of the activity and the information available.

MEMORANDUM

TO: Field Test Director, Basic Skills Project, Cornell Institute for Occupational Education, Cornell University

FROM: [Name and title of person writing report]

RE: Field Test Activity Report, [Site Name, Location, and Code Number]

DATE: [Date report was written, not date of activity]

1. Context information

   a. Date of observation. Date on which the activity being observed actually took place.

   b. Location. Specific address where activity took place, including district, building, and room.

   c. Previous observation. Date and a very brief summary of the major outcomes of the previous activity which was observed. Check previous report for this information, if necessary.

   d. Major decisions, work efforts, or activities since last report. Note any decisions made by materials users, or other persons, which will affect the use of the materials in any way, who (position) made them, and the input and reaction to such decisions by materials users. Note also any activities which the materials users undertook, or meetings which they had, at which a project staff member was not present.

   e. Attendance. List below the names and titles of the persons present at this work effort. List also the names and titles of persons who were scheduled to be present but who were absent. If it is relevant to the report, note the reasons for their absence.

   f. Special conditions. Include here any remarks about the conditions, physical or otherwise, of the activity which might have an influence on the events. Conditions can include physical facilities, interruptions, distractions, etc.

2. Purpose. List the purposes, goals, or agenda of the activity which was observed. Attach a printed agenda if one was available.

3. Activities. This paragraph presents a factual description of the activities, including incidents, events, and remarks of the participants. This should be a complete, though not overly detailed, description. It is the heart of the activities report. Use as many pages as necessary to describe the activities.

4. Outcomes . Briefly summarize the results, outcomes, or products which the work effort produced. Copies of the products might be attached to the activities report, if feasible.

5. Technical assistance. Note any technical assistance or interventions (such as specialized personnel, facilities, information sources, etc.) which the materials users turned to, or wanted to turn to, to carry out the use of the materials. This includes assistance given by Field Test Coordinators or other project staff. Note also if they asked you for assistance or if you intervened on your own to "keep them on the track."

6. Problem summary. Summarize any problems which the users encountered in trying to use the materials. If you feel that these have implications for revising the guides, note what these are.

7. Morale. Describe your impression of the morale of the participants. Do they seem to have a positive attitude? Are they confident or do they seem depressed or bored with their work or with this project?

8. Materials revision. Was there anything to suggest that the users could not understand or use the materials and instructions? Are there any changes, in addition to those suggested in Paragraph 6, which you would suggest making to the content of the product based on your observations?

9. Other comments. Indicate any other observations or comments you have, which were not covered above, and which may be related directly to the evaluation questions.

10. Future events. Indicate the date, location, and tentative goals of the next activity or work effort. Describe any intended events, outcomes, or activities which will take place before the next activity.

FIELD TEST

BASIC SKILLS THROUGH VOCATIONAL EDUCATION

TECHNICAL ASSISTANCE CONTACT FORM

This form documents contacts between Basic Skills Project staff and site personnel at which technical assistance is given. It should be completed any time a project staff member is in contact with a user site person during the field test.

Contacts to be documented on this form are generally characterized as (1) involving strictly technical assistance on specific problems, (2) involving a project staff member interacting with only one or a few site persons, and (3) being fairly brief. It contrasts with the Field Test Activities memo which reports meetings characterized by (1) involving several planning and implementation tasks, (2) involving one or more project staff members and all, or most, of the site personnel, and (3) being fairly lengthy (1-2 hours).

This form, together with others, will constitute a running record for each site on what problems occurred in using the materials, and will describe the response by the project staff to those problems.

Site name and location _____

_____

Site code _____ Date this form completed _____

Person completing this form _____

[Put CIOE or materials logo here]

1. List the names of Basic Skills project staff involved in the contact.

   a. _____

   b. _____

   c. _____

2. List the names and title or position of site staff involved in the contact.

   a. _____

   b. _____

   c. _____

3. Type of contact. Check one.

   _____ a. Phone

   _____ b. Written. Attach copies of materials sent or received.

   _____ c. Face-to-face. Where did the contact occur?

   _____

4. Who initiated the contact? Check one.

   _____ a. School district staff

   _____ b. Basic Skills Project staff. Go to Item 6. Skip Item 5.

5. What moved the school person to initiate the contact?

   _____ a. On his/her own initiative

   _____ b. On another person's instructions. What was that person's name and position title?_____

6. Describe the problem. Be brief but include all dimensions of the problem. Use additional sheets of paper, if needed. Do not write on the back of this page.

7. Describe the assistance and actions taken by Basic Skills Project staff. Include such actions as giving factual information, giving specific instructions, providing feed-back, analyzing the problem, suggesting solutions, providing encouragement, and so on. Use additional sheets of paper, if needed. Do not write on the back of this page.

8. Was the problem resolved or the information totally supplied?

   Circle one. YES NO If not, why not?

9. Is it likely that the problem or question will persist and require additional help? Check one.

_____ a. No

_____ b. Yes. Explain why.

10. What was the school district person's attitude at the end of the contact? Check one.

_____ a. Angry

_____ b. Frustrated

_____ c. Neutral

_____ d. Satisfied

_____ e. Pleased and happy.

11. Describe the immediate outcomes of the contact, what conclusions were reached, what plans made, and so on, as of the end of the contact.

12. Additional information. In the course of your discussion with the school district person(s), you may be presented with, or create, the opportunity to elicit some of the following kinds of information. Pursue this information only to the degree that the subject appears responsive. Be sensitive to those points at which the subject voluntarily opens these areas, and probe. The areas are:

a. Materials content and workability.
b. Progress and effectiveness of the teachers using the materials.
c. Prior planning or implementation efforts.
d. Resources for effectively using materials.
e. Group processes, group members, and leadership.
f. Building or district administrators, their involvement, and actions.
g. Personal feelings of satisfaction, or frustration.
h. Other information significant to the project.

Recount this information in the space below, referring to the letter of the appropriate area above.

PROJECT STAFF

James A. Dunn, Director

RESEARCH ASSOCIATES	RESEARCH ASSISTANTS	SECRETARIAL STAFF
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